DOCUMENT RESUME

ED 252 481 SO 016 175

AUTHOR Murphy, Mary Brugger
TITLE A Guide to Intergenerational Programs.
INSTITUTION National Association of State Units on Aging, Washington, DC.
SPONS AGENCY Administration on Aging (DHHS), Washington, D.C.
PUB DATE May 84
CONTRACT AoA-90-AM-1/04
NOTE 80p.
AVAILABLE FROM National Association of State Units on Aging, Suite 208, 600 Maryland Avenue, S.W., Washingotn, DC 20024 ($10.00).
PUB TYPE Reports - Descriptive (141) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Aging Education; Annotated Bibliographies; *Community Programs; Elementary Secondary Education; Higher Education; Models; *Older Adults; Organizations (Groups); Program Descriptions; School Community Programs; Youth Programs
IDENTIFIERS *Intergenerational Programs

ABSTRACT

This report provides information on the content, impact, and characteristics of over 50 model intergenerational programs across the United States. It is organized along a continuum starting with programs involving the most physically capable and mobile persons and moving toward those in which the older person is in increasing need of support and service. The report provides (1) ideas for types of intergenerational programs that might be appropriate responses to local needs, (2) models of sound practice, (3) information about individuals, organizations, and clearinghouses that provide expertise in special program areas, and (4) resources on program development. Programs in the first section describe complementary ways in which the need for suitable child care has been met by older persons needing stimulation, social contact, and/or added income. Fifteen programs incorporating intergenerational programs into elementary, secondary, and higher education are described in the second and third sections. The fourth section focuses on the supportive role played by many older persons in their relationships with children and youths who are "vulnerable" (e.g., abused and/or neglected children, juvenile delinquents, and runaways). Subsequent sections describe programs involving older persons in political action and community planning; arts, humanities, and enrichment; home sharing; grandparenting; chore services and employment; and informal family and community supports. A final section on the role of state units on aging in stimulating and promoting intergenerational programs is followed by an index of projects by title. (LH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED252481

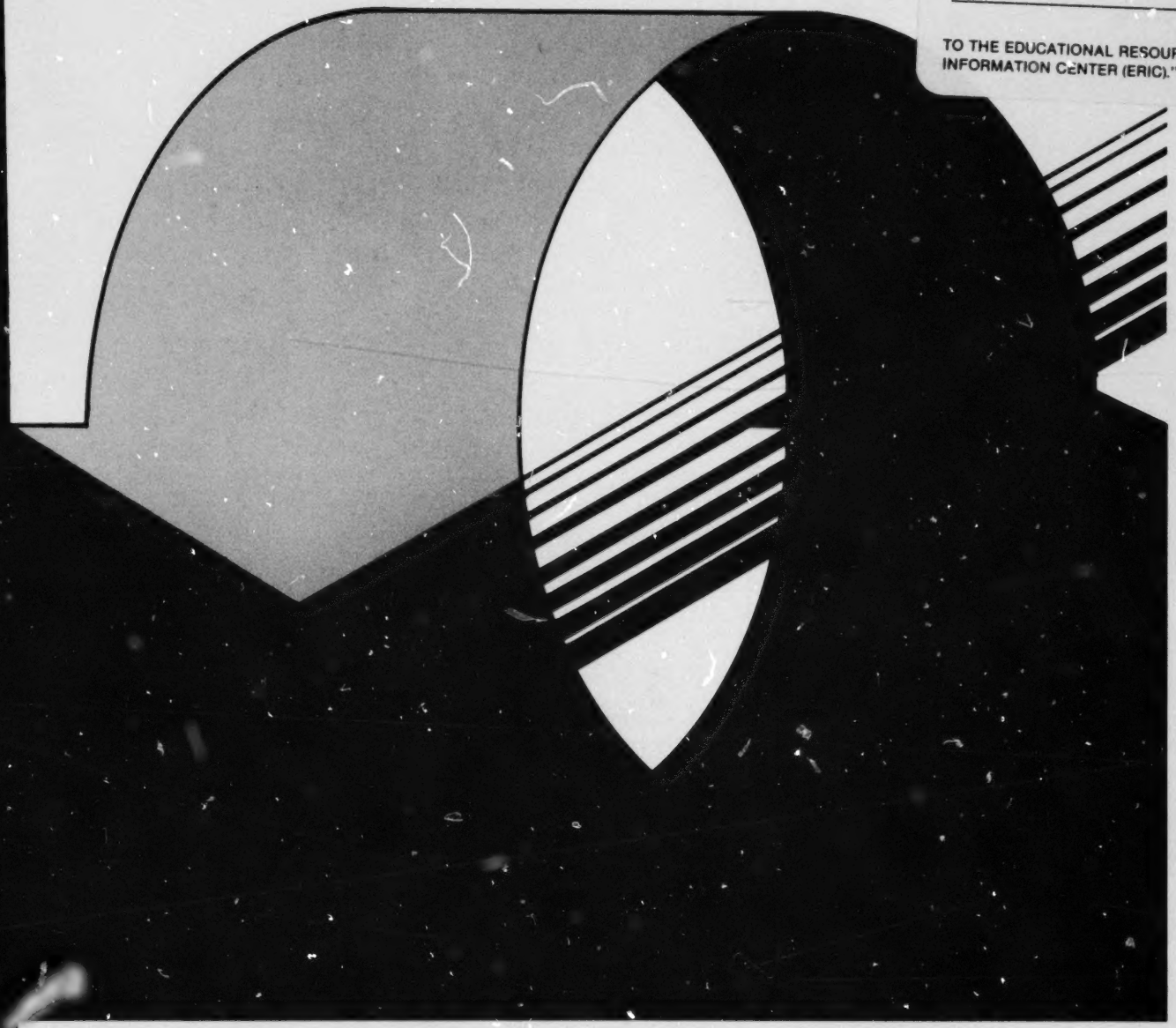
U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

A GUIDE TO INTERGENERATIONAL PROGRAMS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Daniel A. Quirk
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



National Association of State Units on Aging

A GUIDE TO INTERGENERATIONAL PROGRAMS

by
Mary Brugger Murphy

Funded by the Administration on Aging
90-AM-1/04

National Association of State Units on Aging
600 Maryland Avenue, S.W. - West Wing, #208
Washington, D.C. 20024
(202) 484-7182

MAY 1984

Life is a country that the old have seen and lived in. Those who have to travel through it can only learn the way from them.

Joseph Joubert (1754-1824)

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	*vii*
INTRODUCTION	*1*
CHILD CARE	
Overview	*5*
Programs	*6*
Sources and Resources	*10*
ELEMENTARY AND SECONDARY EDUCATION	
Overview	*11*
Programs	*12*
Sources and Resources	*19*
HIGHER EDUCATION	
Overview	*23*
Programs	*24*
Sources and Resources	*25*
VULNERABLE YOUTH	
Overview	*27*
Programs	*29*
POLITICAL ACTION AND COMMUNITY PLANNING	
Overview	*33*
Programs	*35*
Sources and Resources	*38*
ARTS, HUMANITIES, AND ENRICHMENT	
Overview	*39*
Programs	*40*
Sources and Resources	*42*
HOME SHARING	
Overview	*43*
Programs	*45*
Sources and Resources	*47*
GRANDPARENTING	
Overview	*49*
Programs	*51*
Sources and Resources	*53*
CHORE SERVICES/EMPLOYMENT	
Overview	*55*
Programs	*56*
INFORMAL FAMILY AND COMMUNITY SUPPORTS	
Overview	*63*
Programs	*65*
Sources and Resources	*67*
THE ROLE OF STATE UNITS ON AGING IN STIMULATING AND PROMOTING INTERGENERATIONAL PROGRAMS	*69*
INDEX	*76*

The National Association of State Units on Aging is a national public interest organization which provides information, technical assistance, and professional development support to its members. In addition, NASUA works to promote social policy at the federal and state level responsive to the needs of older Americans. The association provides an organized channel for officially designated state leadership in aging to exchange information and mutual experiences, and to join together for appropriate action on behalf of the elderly.

NASUA's membership includes the State Units on Aging of the 50 states, the District of Columbia, and the U.S. territories. State Units are those agencies of state government designated by the governor and the state legislature as the focal point for all matters relating to the needs of older persons within the state.

ACKNOWLEDGEMENTS

Sincere appreciation is extended to:

- The State Units on Aging—directors and staff members, for their cooperation in this endeavor.
- Staff of the Administration on Aging—in the Regional Offices and in Washington, D.C., especially the project officer, Andrew Hofer, Social Science Research Analyst, and Marzena Brown, Aging Service Program Specialist, for their recommendations and support.
- All of the program developers and resource persons identified in this report, for their cooperation and contributions.
- Staff of the National Association of State Units on Aging for their help and encouragement, especially Dan Quirk, Executive Director, and Diane Justice, Project Director, for their guidance and input, Susan Coombs-Ficke for her direction in preparation of the manuscript for printing, and Cindy Wellons and Patricia Littles for their skilled and extensive work.
- Gordon McDonald, for his patience in editing this publication.

This publication was developed by the National Association of State Units on Aging with funding from the Administration on Aging (#90-AM-1/04), Office of Human Development Services, U.S. Department of Health and Human Services.

INTRODUCTION

Intergenerational Programs—Their Significance and Benefits

Changing demographics which result in population profiles very different from those of the past, fluctuating economics, and an ever-changing political climate require keen observations, accurate projections, and innovative responses to some new demands.

As the population over 65 increases and the population over 85 increases at a relatively faster rate, society must deal with millions of individuals whose personal characteristics, needs, and desires are unlike those of any group of this size served in the past. Creativity is necessary in planning for their needs and in tapping their unique and varied skills and resources.

As other changes also occur—including declining birth rates, increasing divorce rates, and escalating numbers of mothers in the work force—the family as we know it changes. Not only are its characteristics different than they were in the past, but the roles and interrelationships of its members change as well. When such fundamental changes to society's most basic unit are compounded by rapid movement into an era of advanced technology, uncertain economics, and significant shifts in political directions, the need for continuity and stability can become a fundamental requirement for survival.

The very nature of the human species should provide a sense of that continuity—with children acquiring an appreciation of the past through their elders, the elders assured of the hope of the future through their contacts with children, and both enjoying a more positive and balanced attitude toward the present. However, when those intergenerational contacts are missing, a fundamental source of continuity and stability is missing as well.

And missing they often are. Geographic separation—often by considerable distances—of the youngest and oldest members of many extended families is one result of the increased mobility of the population. Physical separation may lead to emotional separation, perhaps to negative perceptions, resentment, or fear. Negative images and stereotypes and harmful myths may widen this generation gap.

The importance of intergenerational relationships and the decrease in the natural and spontaneous relationships of the family or neighborhood of the past is not a recent discovery. Many intergenerational programs have been in place for years—because the importance, and disappearance, of those natural bonds was acknowledged.

It is time, however, to encourage the further development of such programs. The human needs of a civilized society aside, there are service needs of both the young and the old which are increasingly difficult to meet with public resources. Maximizing

resources by developing programs benefiting two age groups at once—rather than having those groups competing for the same funds—is clearly an idea which will be widely approved.

The range of intergenerational programs is wide. It can most easily be described as fitting onto a continuum defined by the vitality, mobility, and potential for contribution on the part of the older person—and the decline of that vitality and mobility. Programs include those in which:

- the active older person is the caregiver for a young child;
- that older person meets the special needs of a school-age child;
- the equally able child and elder function as partners;
- the teenager performs a basic chore for the older person, unable to accomplish it on his or her own; and
- children visit a severely disabled older person in a nursing home to offer stimulation and a contact with the outside world.

The programs described in this report also cover a wide range in terms of longevity, sophistication, cost, and breadth of endeavor. Some involve complex funding mechanisms, some cost nothing. Some involve a few participants, some involve 200 or more.

There are, however, significant common elements in these programs, a few of which must be noted. First, there are the overarching benefits. Regardless of the program context, or which age group is performing the primary service, there are benefits for both young and old. If an older person is providing the basic care needed by a very young or disabled child, that older person gains satisfaction from the continuing ability to contribute and through the acknowledgement of that contribution. If a young child visits an adopted grandparent confined to a nursing home because of a chronic disability, that child is also reaping a reward from the relationship even as he serves by his presence.

Beyond the purpose of the service provided, these programs also share the common element of providing an education along with the service. Sometimes mutual stereotypes are broken down and replaced with informed images. (The teenager can become sensitized to the true nature of the older person while that older person learns that most teenagers are decent and likeable rather than frightening.) Almost always, the program provides an education in the realities of aging. The young are exposed to aging as a life process and learn to notice the benefits as well as the losses and frailties that come with age. Thus, they can better prepare for their own long futures with a more positive mindset.

The third element common to almost all of these programs is the lack of substantial funding, whereas personal commitment is required. Most operate with limited funds, some require none at all. However, the commitment of time and energy to effect intergenerational matches and coordinate ongoing programs is

often made by one committed, caring individual--sometimes a volunteer or a professional working in another program, squeezing out the time for intergenerational programs.

Finally, though far from least significant, is the potential for high visibility and positive response to these programs.

The Selection of Intergenerational Programs for This Report

Begun in November 1983, this project has attempted to compile information on the content, impact, and characteristics of intergenerational programs in place across the country. The process involved, first of all, working through the aging network. The intergenerational resource person in each Federal Regional Office of the Administration on Aging was contacted for information on programs in their region which might be used, in whole or in part, as models for the development of similar projects.

At the same time, the State Units on Aging were surveyed to pose the same question and to solicit information on their role in the development of such programs and their needs for information and/or materials in this area, as well as specific information on programs in place.

The third step in the process of identifying intergenerational programs was a survey of existing literature and contacts with the individuals generally regarded as experts in this field. Information was also solicited from other youth, aging, and service organizations with possibly related interests. Specific programs were then examined.

The results of this search were:

- identification of an overwhelming number of programs in place;
- identification of creative, responsive programs which could well serve as models—impressive in the broad range of programs as well as in numbers;
- widespread interest in the further development of intergenerational programs—and a need for models of sound practice and specific materials on program design and implementation; and
- some consensus among the initial sources used on outstanding programs and useful resources.

The models of sound practice chosen for use in this compendium, it must be stressed, are just a sampling of what is in place. Unfortunately, it is not possible to include all of the many programs identified in one publication.

At this point two acknowledgements are in order. First, it must be noted that this project would not have been possible without the cooperation of the directors and staff of the State Units on Aging. Not only did 41 states and Puerto Rico respond to the original survey, but many have supplied extensive materials and have taken the time to describe in great detail their involvement in this area. Also, the individuals named in this report as contacts

have, to a person, been totally cooperative, helpful, and willing to share. It can only be hoped that the necessity of abbreviating so much material and so much information to fit this format does not do a disservice to the fine accomplishments of these committed individuals.

How To Use This Report

This report attempts to describe some of the many impressive programs in place and guide the reader interested in program development to experienced program developers, resources, and materials which, it is hoped, will be helpful in program design.

It is intended to be used as a source of:

- **ideas**—for the types of intergenerational programs which might be appropriate responses to local needs;
- **models of sound practice**—with short descriptions and contact information if more details would be helpful;
- **sources**—individuals, organizations, and clearinghouses which can provide expertise in specific program areas; and
- **resources**—the materials which could be most useful in program design and implementation—as well as organizations and funding mechanisms that might be tapped and techniques that might be used in program development.

An attempt has been made to give a sense of the range of options possible. The composite entries are intended to serve as displays of variations which can be used to trigger other creative adaptations.

The report is organized along the continuum described at the beginning of this section, starting with programs which involve the most physically capable and mobile older persons and moving toward those in which the older person is in increasing need of support and service. Since some program areas do overlap and some entries could fit into more than one section, program descriptions may not appear where one expects to find them—the reader is encouraged to search further.

Within each section the order of the entries reflects an attempt to group similar programs. If there are entries which describe prototypes of programs, they are identified as such and appear first in the section. Composite entries with few details on a number of programs appear toward the end of the section. Sources and Resources are grouped at the very end of each section, and generally are in the same order in which references to them appear in the text.

A final caveat: many Sources and Resources are applicable to more than one program area. An effort has been made to cross-reference those materials with the hope that such indexing will be useful to the reader.

CHILD CARE

The need for suitable child care increases as more mothers are employed outside the home. Meanwhile there is a rapid increase in the number of older persons, many of whom feel a need for stimulation, social contact, and/or additional income. These complementary needs can be combined in mutually rewarding, cooperative, intergenerational arrangements.

This matching of needs and resources has in fact been going on—in several forms—in a significant number of communities. In a nationwide study made for the Andrus Gerontology Center, Dr. Essie Tramel-Seck reported that seniors have been working in preschools for "a long time." This study, funded by the Administration on Aging (AoA) and the Administration for Children, Youth and Families (ACYF), reports that across the United States most of the Head Start programs on which pertinent data had been collected had in fact provided such opportunities to older people. Dr. Tramel-Seck concluded that, with proper planning and management, everyone involved could benefit. One result of her work is a technical assistance manual for such a program (see Sources and Resources).

Programs in the following pages vary in response to differing local needs, and in longevity. The Elvirita Lewis Foundation Center in Santa Cruz, California, operating since 1976, is thought to be a prototype; some of the services in one state are still in the planning stage. The programs vary in the ages and abilities of participants—and their roles. They range from an older worker's full responsibility for infants in a center to the role of a friend to toddlers in a nursing home. They vary in sites: a day care center in a retirement village, family day care homes, and day care centers in nursing homes.

Study of the various contributions of participants, their roles and needs, and the facilities available may suggest additional ways to meet the child care needs and the needs of the elderly in other communities.

CALIFORNIA

ELVIRITA LEWIS FOUNDATION

Intergenerational Child Care Centers:
1—Santa Cruz Center, at Natural Bridges School
2—Leo J. Ryan Memorial Center, at Sunshine Gardens School, South San Francisco
The Elvirita Lewis Foundation
5905 Soquel Drive, Suite 100
Soquel, California 95073
(408) 462-2765
Sallie Johnson

Seniors in Preschool Care

The eight-year-old center in Santa Cruz was established as a model preschool program in which care is provided by older persons. The Leo J. Ryan Center opened in South San Francisco in 1980 as one of two pilot programs set up under California's 1979 Intergenerational Child Care Act.

Both programs provide care for children two and one-half to five years of age and employ older persons as teacher aides and substitutes. This enables the parents to work, seek work, or participate in training—thus promoting independence for all three generations.

Care is provided from 7 a.m. to 6 p.m. five days a week, with children attending from a few hours to 50 hours a week. The Santa Cruz Center serves about 28 children.

The centers emphasize quality service and maintain low ratios of children to staff by employing older people on flexible schedules. At the Leo J. Ryan Center, for example, 40 children (equivalent to 35 full-time) are served by 3 full-time credentialed staff, a director and 2 teachers, and by 6 seniors working 20 hours a week as teacher aides. Twenty other people, young and old, work fewer hours as substitutes. Volunteers also share in the work.

Older persons are actively recruited and offered orientation before serving for a time as substitutes. They may then be offered positions as permanent aides. Flexible scheduling of various combinations of personnel assures appropriate coverage as well as work opportunities for a large number of older persons. Meanwhile, in-service training continues.

Both groups are considered in all aspects of planning. The hot lunch shared by the children and aides, for example, is planned to meet the nutritional as well as the social needs of children and seniors.

Funding Sources

Funding and support for both centers come from the Elvirita Lewis Foundation, the California Department of Education, parent fees, and the USDA Child Care Food Program. In Santa Cruz, the City School System donated the land and continues to provide some support.

Bridging Generations, A Handbook for Intergenerational Child Care is available (see Sources and Resources).

PENNSYLVANIA

CHILDREN'S FAMILY CENTER

Messiah Village
100 Mount Allen Drive
Mechanicsburg, Pennsylvania 17055
(717) 697-5126
Jane M. Seller, Director

The Basic Program—Child Care

The Children's Family Center at Messiah Village was established in September, 1978 through the determination of two sisters-in-law, Barbara and Donna Bert. It began with small grants, private funds, and the contributions of the founders—principally to benefit children and residents through their interaction. It was not planned in response to the needs of the employees of the facility.

The Village is a retirement community, sponsored by the Brethren in Christ Church, an 11,000-member denomination headquartered in Nappanee, Indiana. There are 325 residents—about 60 in nursing care and 100 in sheltered care. The rest live independently in cottages but participate in many communal activities.

The Center has been operating in an apartment and storeroom in the main facility but will soon move into a new, specifically designed 3700-square-foot space in the Village's new wing. That wing will also house a large chapel, recreation room, crafts room, and greenhouse. A major fund-raising campaign enabled the Center to acquire the new space in a condominium-type arrangement.

Messiah Village does not offer the use of the Center as a fringe benefit for employees. Few of the 35 children in the Center belong to employees. Fees cover operating expenses.

Intergenerational Friendship, Work, and Play

Children and residents interact in many ways. The most intense interaction occurs in the one-to-one Special Friend Program—in which a child visits a particular adult once a week. Some children also make morning visits, two at a time, to the residents of the nursing care unit.

An unusual mode of interaction for a facility-based day care center takes place here with the eight residents who work in the Center two to four hours each week. According to the director, Jane Seller, this is the most difficult innovation, since it requires much persuasion to alter the mindset of one who perceives himself or herself as not only "retired" but also as "being cared for." Once persuaded, however, the residents are valuable and reliable workers.

Many activities are arranged for small groups of children with small groups of adults. Once a month some of the children join the adults in sheltered care for arts and crafts, and once a month some join those in nursing care for arts and crafts. (This schedule is used because of the differences in abilities, and therefore in activities, for the two groups of adults.) A similar arrangement is used when the children join each of the two groups weekly for exercise classes.

Films, sing-alongs, holiday celebrations, and large group activities include a monthly Intergenerational Lunch—for which the children, with help, prepare the food. Interaction occurs even when the children, dressed in special costumes, parade through the residents' dining room—providing, if not contact, at least stimulation. Of course, there is also casual, spontaneous interaction which, according to the director, "could be the most important."

MISSISSIPPI

FAMILY DAY CARE NETWORKING PROJECT

Governor's Office of Voluntary Citizens Participation
802 North State Street
Jackson, Mississippi 39201
(601) 354-7091
Vincent Venturini, Coordinator

Demonstrating a Family Day Care Network

This community-based demonstration Family Day Care Network uses retired seniors as key child care providers. Planned to meet the increasing demands for child day care by providing the alternative of small group care in family homes, the network extends into residential neighborhoods for the convenience of the families in need of the services.

The project was designed and funded through a discretionary grant from the Office of Human Development Services. The grant was solicited in response to the community-identified need, not only for additional day care, but day care which minimizes transportation problems for low-income mothers. It was also designed to meet the need for supplemental income and meaningful activity for retired seniors in the area—to provide not only opportunities but resources and training in child development and small business management to support them in taking on this responsibility.

The Governor's Commission for Children and Youth had planned to work with Head Start Agencies, Community Services Agencies, day care projects, and Area Agencies to complete the plan and to recruit and train potential providers. In actually implementing the plan, other appropriate local resources were utilized. These included the Social Security office and the local university.

The project is operational in the Natchez area with the Head Start agency serving as sponsor. There are seven day care homes in two counties. It is also expected that the project will be implemented in two other counties elsewhere in the state. The demonstration, begun in early 1983, was scheduled to end in March 1984; however, the day care homes established by that time were expected to continue.

Basic Program Needs

Key elements in implementation of the program are (1) a local sponsor who can successfully recruit seniors with an interest in and need for day care work, and (2) appropriate training, which is critically important.

TENNESSEE

GRAMMA'S DAY CARE CENTER

c/o Senior Citizens Services
1750 Madison Avenue, Suite 350
Memphis, Tennessee 38104
(901) 726-0211
Carolyn Stearnes

Infant/Child Care Services

Established in August 1982, the Center offers day care services for infants and toddlers and a preschool program. Staffed by persons 55 and older, it also provides supplemental income opportunities for older workers.

Since the opening in response to a need for day care, especially infant care, enrollment has grown from 12 children to 113 and will reach 135. There is a waiting list for openings for infants. This is said to be the largest infant day care program in the state and the first in the United States equipped to provide care for potential victims of Sudden Infant Death Syndrome.

While most parents pay a full rate for their children's care, others benefit from a sliding-fee scale designed for moderate income families who cannot qualify for full funding from government sources.

Community and Institutional Support

At the outset the Center depended upon broad-based community support, including the United Way of Greater Memphis, the Memphis City Schools, Target Department Stores, the City Vocational-Technical School, Community Day Care/Comprehensive Social Services Association, and the National Council of Senior Citizens (NCSC). NCSC provided 40 workers through the Older Americans Act, Title V Senior Community Employment Program. Twenty-eight of those now-trained workers are employed by the Center; plans call for the employment of 10 more by June 30, 1984. It is expected that the Center will be self-sustaining by the end of its second year.

ILLINOIS

TREEHUT SCHOOL

727 North 17th Street
Belleville, Illinois 62221
(618) 234-2560
Paula Tully, Director

Day Care for Nursing Staff

This program serves 60-65 children daily and will expand to serve 28 more. Established in April 1982, it has the added features of infant care and weekend care, in addition to offering an "outstanding" day care program.

Before TreeHut School opened, the 247 residents of the nursing home were analyzed in terms of their abilities and interests. (In only one hall of the home are the residents self-sufficient.) Though there was some initial resistance to the day care program from residents and parents, it is fulfilling its purpose: to accommodate the nursing staff so that they can continue to give quality care to residents of the nursing home. Along with a convenient place for their children, nursing home employees receive a 10 percent discount from the school and a payment of two dollars a day from the nursing home to apply to the fee. The program is open to the public, which is currently using it more than the staff.

Intergenerational Benefits

Interaction between children and the residents includes a monthly tea, held at the center. The children prepare snacks and put on a performance. Both the center and home have bands that sometimes play together, and there are joint center-home bus trips, picnics, and parties.

MINNESOTA

GENERATIONS DAY CARE, INC. (AND SECOND GENERATION)

Retirement Center of Wright County
200 Park Lane
Buffalo, Minnesota 55313
(612) 682-3612
Paulette Klatt, Director

Award-Winning Day Care

This program, which began operating in September 1979, currently serves 31 children, ranging in age from six weeks to kindergarten. The nursing home in which it is housed is a skilled-to-intermediate care facility with 154 residents. About a third of the children currently served are those of employees, the same proportion that existed in the beginning.

From the outset, the adminstrator of the facility at that time, John R. Thompson, was committed to a sound program. He received the American Association of Homes for the Aging "Innovation of the Year Award" in 1980 for the day care/nursing home combination.

The program, still directed by the early childhood educator who established it, has remained strong, with much interaction between children and residents. The day care director and the activities director of the nursing home plan joint programs, such as baking, exercises, arts and crafts, movies, bingo, table ball, and music for half-hour periods several times a week. There is also a Children's Hour every Thursday when up to 10 children visit some of the residents. Residents are encouraged to come to the childen's center. Holiday celebrations, sleigh rides, outings, and an Annual Clown Day are sponsored. Children and residents also develop special and spontaneous relationships.

Fees as Primary Funding

Operating funds are primarily the fees paid for day care. The nursing home charges the center only a very reasonable rent, and the United Way offers some support. State funds had helped with start-up costs as did county funds at the time of expansion.

Services for Latchkey Children

Another program operated through Generations is "Second Generation," an After-School Latchkey program. Opened in January 1982, it provides eight first-, second-, and third-graders with after-school activities which include enrichment experiences, athletics, and some real-life and emergency training. Designed in response to the community-identified need for after-school care, the program was established in cooperation with the Community Education Department, which provides the facility, the Buffalo Primary School gym. Intergenerational contacts develop when residents from a nearby congregate housing facility for seniors come to visit the children at the latchkey site—or the children, in turn, visit them. Enrollment increases in the summer months. Since this is the only such program in Wright County, a second site is currently being considered.

MASSACHUSETTS

RING NURSING HOME

155 Mill Street
Springfield, Massachusetts 01108
(413) 732-1126
Maggie Adams

Day Care for Employees

This program began in 1982 with 4 children and now has an enrollment of 26, with no more than 18 children present on any given day. The children range in age from two years, nine months to four and one-half years.

There was no initial resistance to the program in this 110-bed facility. The residents, mostly ambulatory, decide on the level of involvement they want; some choose no involvement, and that preference is honored.

Close Intergenerational Contact

There are three or four planned, shared activities each week—a story hour, arts and crafts, baking (especially enjoyed by both children and residents), field trips, and a weekly sing-along. Also, residents drop in to talk and play with the children—enjoying interaction and shared activities. Children are sometimes taken to visit the residents.

The center is located in the home itself. The residents are on the first, second, and third floors. Day care is in the basement, near the residents' Activity and Physical Therapy Rooms. Much spontaneous interaction occurs because of this proximity.

The center was established as an employees' benefit, and in anticipation of beneficial interaction between residents and children. Employees pay a reduced fee. Current use is half by employees and half by the public.

CONNECTICUT

THE CHILDREN'S CORNER

Cedar Lane Convalescent Home
128 Cedar
Waterbury, Connecticut 06705
(203) 757-9271
Jackie Bacon, Director

Convalescent Home Employee Day Care

This center serves an average of 15 children a day, with an age range of six months to eight years. It was established in May 1981 in the 180-bed Cedar Lane Convalescent Home in order to meet the child care needs of the nursing home employees and to provide opportunities for intergenerational contacts.

There are planned programs for residents and children twice a month and during holidays. Joint activities include baking, cooking, bowling, and other games. The children also visit the residents, especially during the winter. Summer weather encourages spontaneous interaction in the outdoor recreational area.

SOURCES AND RESOURCES

- ***National Intergenerational Research and Dissemination Project—Final Report*** and ***Technical Assistance Manual***, by Essie Tramel-Seck, D.S.W., 1983. Andrus Gerontology Center, University of Southern California. Available from the Andrus Gerontology Center, USC, University Park, MC-0191, Los Angeles, California 90089-0191.

These publications report on the AoA and ACYF funded study of intergenerational programs in preschool programs, completed in 1983. The extensive final report documents data collection and analysis for the preschool programs investigated.

The technical assistance manual offers concrete recommendations on the use of older persons as caregivers in preschool programs. It synthesizes the experiences in successful programs in the 10 preschools examined. Included are planning, recruitment, screening, placement, monitoring, orientation, and training.

- ***Bridging Generations, A Handbook For Intergenerational Child Care***. 1980. Elvirita Lewis Foundation for Geriatric Health and Nutrition. Available from the Foundation at 5905 Soquel Drive, Suite 100, Soquel, California 95073 for $8.00.

This publication, considered a work-in-progress, contains materials developed for the California Department of Education, Office of Child Development, to introduce older people as staff in child care centers. Included is a practical "How To Do It" with samples of forms used and materials developed, including a copy of the handbook for senior aides.

- American College of Health Care Administrators
  4650 East West Highway, P.O. Box 5890
  Bethesda, Maryland 20814
  (301) 652-8384
  Joan G. Sugarman. Reference/Information Services Specialist

This organization has collected considerable information on the development of child care centers within long-term care facilities. A packet of materials can be made available to emerging programs for the cost of $6.00. Included are articles dating from 1977 to the present divided into the following categories: justification of need for such preschools; existing preschools nationally and in Canada; curriculum and curriculum support; the intergenerational relationship; and a bibliography of print and non-print resources. This very large packet of materials covers the need for day care services and establishment of such services by many employers, including those in the health care field, as well as intergenerational programs and their benefits.

ELEMENTARY AND SECONDARY EDUCATION

In many communities the school system seems to invite the development of intergenerational programs. The schools have excess space because of decreasing enrollments, generally in convenient locations; and the schools, of course, have the children. They also usually need more volunteers—because of the increase in the number of mothers employed outside the home and unavailable as school volunteers. Resources in most schools are being stretched to cover the basics, reducing the potential for individual attention to school children. Older persons can offer experience, skills, patience, and time. They can meet some of the needs of many systems.

Intergenerational programs in schools can improve students' skills, levels of achievement, and self-esteem. Older persons can motivate and stimulate, while offering a positive adult role model. There are significant benefits to the older persons as well—primarily the opportunity to make a personal contribution, to continue to be involved in the community, and to be challenged and stimulated.

Many school systems have intergenerational programs—with endless variety in programs, types and ages of students, and roles of older persons. The older person may serve as a tutor, mentor, or aide, or be a participant. For example, all citizens over 60 in the Tenafly, New Jersey school district have been invited to enroll in high school courses. Older persons can also receive services organized and provided through the schools. At Delaware's Christiana High School, for example, the students themselves initiated a club which provides services to the elderly. Chore services are covered in another section of this report, but they can be an integral part of the school's program.

Just as there are so many educational programs in place, there is also a comparatively large number of sources and resources available—many of which might be useful in establishing other types of intergenerational programs. Two examples are: (1) the American Association of Retired Persons (AARP) which has a history of involvement in intergenerational programs and (2) a Clearinghouse for Elementary and Secondary Aging Education (CESAE) which has operated since 1977 (see Sources and Resources for both).

Entries in this section are organized for quick reference by the user. The first three entries describe programs often identified as outstanding, time-tested models. The next six cover innovative approaches. Four composite entries have been included to suggest the range of variations which have actually been implemented.

PENNSYLVANIA

GENERATIONS TOGETHER

600 A Thackeray Hall
University of Pittsburgh
Pittsburgh, Pennsylvania 15260
(412) 624-5470
Sally Newman, Ph.D.

A Family of Programs

Generations Together is a family of five intergenerational programs. Three are school based: the Senior Citizen School Volunteer Program (SCSVP); the Senior Citizen Artists' Resource Program (SCARP); and the Curriculum on Aging Program (COAP). (See Sources and Resources for brief descriptions of the other two programs and the materials and resources available through Generations Together.)

Senior Citizen School Volunteer Program

SCSVP assists school districts in developing programs using senior volunteers to provide classroom support from kindergarten through grade twelve. The skills and interests of the senior citizens are matched with the needs of the school. Volunteers serve at least a half-day a week, reinforcing basic student skills, sharing expertise, interests, and talents. They share knowledge of their community and heritage, help students with problems, and may become career models. Since 1978, SCSVP has developed 60 programs in 23 school districts in western Pennsylvania, involving approximately 400 volunteers, 425 teachers, and 30,000 students.

Senior Citizen Artists' Resource Program

SCARP utilizes the skills of older artists by linking them with students and teachers of the arts and related subjects. In kindergarten through twelfth grade, volunteers supplement the arts curriculum by lecturing, tutoring, coaching, demonstrating, exhibiting, and performing. Their interaction with students can be one-to-one or in groups or classes. Using skills in painting, weaving, poetry, doll-making, sculpting and music, 30 senior artists now serve in 14 schools in five western Pennsylvania districts. (For a pamphlet describing the SCARP volunteers and their roles, see Sources and Resources.)

Curriculum on Aging Program

COAP develops curricula and instructional materials on the aging process, designed for teachers as a complement to their programs, including guidance for intergenerational contact. COAP helps prepare teachers to use the new information and materials. *On Growing Older,* a curriculum for grades one through six, has been adopted by three school districts, touching 4,200 students.

MASSACHUSETTS

TEACHING AND LEARNING ABOUT AGING

Conant School
Acton, Massachusetts 01720
(617) 264-4700
Fran Pratt, Project Director

Preparing Curricula on Aging

This project began five years ago as a response to the need (first perceived five years before that) for developing a positive attitude toward aging among students, as part of a healthy outlook for their own lives.

The program is designed to integrate education on aging into the curriculum for all grades in three components: teacher training (instruction on the physical, political, and economic perspectives of aging), curriculum planning (the active formulation and revision of plans, based upon the training mentioned above), and intergenerational programming.

It is the philosophy of the program that teaching about aging is most effective when it is integrated into other course material, rather than presented as a separate unit or program.

Insights for Teachers

A 30-hour course for teachers has been prepared to help them develop insights into their own perceptions of the elderly. Also stressed is the value of direct contact between students and older persons. Teachers learn to locate and recruit older volunteers as resource persons, classroom aides, or tutors.

As the program spread beyond the school district in which it was initiated, about 300 teachers were trained. Materials, training, and consultation are available. (See Sources and Resources for these and information on an outgrowth, the Center for Understanding Aging.)

MICHIGAN

TEACHING-LEARNING COMMUNITIES

1212 Roosevelt
Ann Arbor, Michigan 48104
(313) 663-9891
Carol H. Tice

Transferring Seniors' Skills to Students

Begun in 1971 and since replicated in communities throughout the United States, Teaching-Learning Communities (T-LC) links older persons and students in joint creative arts, crafts, and humanities projects. It is an integrated approach to growth and learning which encourages individual initiative and increases potential for fuller development.

T-LC provides the young with exposure to the skills and experiences of the old, who have an opportunity to transfer their skills and reinforce their self-esteem through the "grandperson" relationship.

Appreciation of the Skilled Grandperson

Operating through the schools, the program links the older person with a small group of student-apprentices. They work together on a joint activity, on a regular, weekly basis. The focus is on teaching the students a new skill and creating a product while communicating with another person and developing respect and regard for others. Carol Tice, the originator and director of the program, believes that making **something** is an affirmation of one's self; carrying it through from start to finish gives a sense of the wholeness of life. Through the program, the student experiences the evolution of a creative project from beginning to end. Further, after the students acquire the skill, they will then recall the older person and the values of their interaction whenever they use the skills acquired as they will when they see or handle the original object created with the grandperson. For details of this approach, see the description of Project LOVE.

An outgrowth of T-LC is New Age, Inc., a non-profit organization committed to intergenerational education and research. Its services and materials, and those of T-LC, are described in Sources and Resources.

SOUTH CAROLINA

PROJECT LOVE

Irmo-Chapin Recreation Commission
Post Office Drawer B
Irmo, South Carolina 29063
(803) 731-0047
Joan Snyder, Director of Aging Program

Seniors Teach Primary Students

Project LOVE (Let Older Volunteers Educate) began operating in 1981, based on 1980 groundwork. Now operating in two elementary schools, the program enables grandpersons to share their skills and experiences with small groups of third-, fourth-, and fifth-graders on a weekly basis as they take on special projects or activities.

The conceptual framework of the program was based upon the principles and methods of the Ann Arbor model, Teaching-Learning Communities (see description in this section). A small group of children is removed from the classroom to work with an older person on a special project for two, four, or six weeks. At one school 225 children and 18-25 grandpersons are involved; at the other, 100 children and 6 grandpersons. The program is designed to be flexible. Scheduling allows for the older persons' breaks or vacations. Course content is not rigidly structured; varied projects reflect the interests and talents of the grandpersons. Shared time varies, but is usually an hour a day, plus lunch at the school.

Funding comes principally from the Older Americans Act ($2,500 over three years) and from the school parent-teacher organizations. It is operated through the Parks and Recreation Commission, the organization in which the county's aging program is located. That program also offers support—for example, by providing transportation for the grandpersons if necessary.

Face-to-Face Recruiting

According to director Joan Snyder (with seven years experience in the development of intergenerational work), the children are all aware of the program and eager to participate. The difficulty, as in many programs, is in recruiting older persons. Since many have to be convinced of their own ability to contribute, the best approach is face-to-face contact. The two centers operated by the aging program offer opportunities to contact potential participants. Some older persons are not suited to the program, so screening is important. Personal referrals by participants can be helpful.

The director feels that, in addition to transmitting skills from one generation to another, this approach initiates aging education at the best time, early in life. Attitudes developed through this contact should carry over into the commmunity. She feels that church groups, for example, can then pick up on the positive attitude and take it into community service.

UTAH

SMILES PROGRAM

Salt Lake City School District
440 East First South
Salt Lake City, Utah 84111
(801) 328-7346
Hazel B. Ellison, Coordinator

Tutoring by Senior Motivators

SMILES (Senior Motivators in Learning and Education Services) was begun seven years ago by a then just-retired teacher who continues to direct the program. There were then 15 older volunteers who had become involved, on their own initiative, in the school system. In 1983, an impressive total of **392** volunteers served. Their community service has been valued at $126,000—nine times the cost of the project.

The program recruits, trains, places, and evaluates the volunteers. Most of them serve as tutors in various subject areas. There is also a living historian program in which the elderly are primarily resource persons with a fund of historical knowledge. Also, many work directly with handicapped children, and some work in libraries.

One intermediate school has an intergenerational program for the elderly in a nearby residence. Students visit the elderly there, work with them on life histories, and invite them to the school.

Most volunteers serve in elementary schools. In the last two years, there has been participation in the program by **all** the elementary schools in the district. Volunteers who serve in high schools are usually resource speakers, but some are tutors or provide special services such as helping in the program teaching English as a second language.

SMILES is of special benefit to children who are behind in their work but are not classified as limited or disabled—those who often "fall through the cracks" in a school system. They are similar, if only in their exclusion from special services, to the "creative" students in the Senior Mentors program described in this section.

Special Day For Seniors

Since 1979 the district has sponsored an annual special day, "Older Neighbor and Grandparent Day," in which participation has increased dramatically each year. On their special day in 1983, **3500** older persons visited 27 elementary schools.

The success of this program, as in so many others, depends on the makeup of the schools, support from the principals, and, in this case, the strong school-community linkage emphasized by the superintendent.

The program was originally funded by the Junior League as a three-year pilot. It is now administered by a private, nonprofit corporation responsible for fund-raising, relying upon community contributions and some foundation support. The school district provides an office, telephone, and support services.

Guidance for Program Planners

The size and reputation of this program and the benefits felt in the community should cause one to heed the advice offered in its descriptive literature. Those establishing similar programs are counseled to:

- gain district level and local school support through extensive public relations;
- have the administrative structures in place before tackling projects;
- determine needs which older volunteers can help meet;
- recruit volunteers according to needs;
- orient and train volunteers;
- keep trying, even if senior volunteers are difficult to recruit; and
- expect to pay program administrators for their work.

NORTH CAROLINA

ROVERS

Wake County Community Schools
1420 Athens Drive
Raleigh, North Carolina 27606
(919) 851-7710
Sharon Hackney, Public Relations Coordinator

Older Volunteers as Lecturers

ROVERS (Retired and Older Volunteers: An Educational Resource Service) uses older volunteers in the high school classroom. Some serve on a continuing basis, others may participate just once. Most serve as lecturers and resource persons, working with an entire class at once. Generally, the volunteers are used in English, social studies, history, and vocational classes.

Elements pertinent to the success of this program, according to the coordinator, are the strong support of the school principal, the fact that this is a community school (and, therefore, most likely to be receptive to such a program because of its commitment to life-long learning), and enough flexibility to allow adjustment to the schedules, skills, and talents of those involved.

The program began in 1981, as a cooperative venture of the Wake County Public School System, the

Retired Senior Volunteer Program (RSVP), and the Wake County Council on Aging. It was funded, for the first year, by a grant from National Community Education funds. It is no longer funded but continues to operate, using 20–30 volunteers in the Athens Drive High School; a program is now being set up in another school.

The program coordinator polls faculty members at the beginning of the year to determine their interests and needs, meets with them individually, attempts to match them with volunteers identified on recruitment cards, and arranges meetings. The involvement of the teachers from then on is reserved for curriculum development.

The process of development, details on the program, discussions of outcomes, and recommendations for change are included in a report on the project (see Sources and Resources).

FLORIDA

SENIOR MENTORS FOR CREATIVE STUDENTS

State of Florida
Department of Education
Tallahassee, Florida 32301
(904) 488-8385
Susanne Taranto, Statewide School Volunteer Coordinator

Mentors for "Creative" Students

Senior Mentors are talented older persons who work with and provide individual attention and stimulation for members of a group of public school students who would otherwise not receive special services. These are bright "creative" students whose scores on intelligence tests are not high enough to cause them to be classified, and served, as gifted. Teacher constraints and school system limitations generally preclude full cultivation of the talents and special interests of these students.

The program was initially carried out in Broward County. It was funded with federal education dollars as a developmental project following a design by Selma Hopen, a former teacher and social worker who heads the education committee of the Broward County Medical Association Auxiliary.

Corporate Funding

After this successful start, the program is now being funded by a grant from Chevron USA and is operating during the current year in six sites in Florida. It is coordinated at the state level.

Senior Mentors, outstanding achievers in their occupations or avocations are carefully matched with "creative" students who share a common area of interest. They work together on a one-to-one basis. Contact must be at least two hours a week for a minimum of ten weeks. It is thus possible to enrich the education of a group of students too often bored by the pace of most classroom work. In their exclusion from special services for the gifted, they are not unlike the students with learning problems served through one aspect of Salt Lake's SMILES Program, also described in this section.

Transferable Model

Though the program involves special students and very special older persons, the director feels that the model is transferable. It is now working very effectively in an isolated area in the panhandle area of northwest Florida, as well as in more urban areas. The project is expected to continue, and there are hopes for further expansion. The program is currently being evaluated, and materials are being developed.

MINNESOTA

AGING CURRICULUM PROJECT

Minnesota Board on Aging
Metro Square Building-Room 204
Seventh & Robert Streets
St. Paul, Minnesota 55101
(612) 296-3867
Jim Tift, Director of Education and Training

Curriculum for Intergenerational Studies

In the fall of 1981 the State Unit on Aging and the Minnesota State Department of Education convened a small planning committee including people involved in services to the aging, the Gray Panthers, educators, and representatives of other agencies; their purpose was to establish a framework for intergenerational programs.

The committee set as its goal the development of an intergenerational curriculum for use in the schools. The curriculum has been developed and is in the form

of a pilot guide (see Sources and Resources). An evaluation is now being conducted and will be used in revising the document for publication.

Earlier, a foundation of intergenerational programs had been established in Minnesota, with encouragement from the State Board. The joint endeavor by the Board and State Department of Education can be traced back to the development, in 1966, of an outline for a curriculum on aging by the Department of Education and the Board's predecessor, the Citizens' Council on Aging, although that activity was discontinued for lack of funds. The current project is supported by both state agencies, the State Unit using its Older Americans Act Title IV-A funds.

According to Jim Tift, the State Unit's training director, such an undertaking depends upon the early involvement of key actors: teachers, advocates for the elderly, and the State Department of Education.

Necessity of Personal Child-Senior Contact

The curriculum is intended for the use of almost any teacher in almost any school, to be an integral component of other subject areas—not added as a separate unit or course. There is one clear caveat for the user, however: for real understanding, children need contact with older people, not just facts about them. According to the guidance for elementary schools, "an aging curriculum needs to be centered around the interaction of the children and older people." It suggests classroom interaction, with older people as speakers or teachers' aides, or close contact through student visits to activity centers, housing units, or nursing homes.

WISCONSIN

INTERGENERATIONAL PROGRAMS IN WISCONSIN SCHOOLS

Wisconsin Office on Aging
Division of Community Services
P.O. Box 7851
Madison, Wisconsin 53707
(608) 266-7498
Barbara Reichert, Training Officer

School Facilities and Programs for the Elderly

In the fall of 1981 a joint project was begun through the State Department of Public Instruction, Office on Aging, and the University of Wisconsin (Madison) Community Education Center. The project included a statewide survey of intergenerational programs in the fall of 1981, a workshop in March 1982 with individuals who had been involved in twenty programs across the state, and a publication highlighting existing efforts (see Sources and Resources for more information on the publication). Distribution of the publication has sparked further interest and has led to three more workshops.

The above report discusses the use of the school as a setting for intergenerational programs, pointing out that public schools represent the taxpayers' single largest investment in their communities, that most schools are used less than 10 percent of "their available potential," and that 90 percent of all United States citizens live within walking distance of an elementary school. The document describes a community's decision to use as a senior center an elementary school no longer needed because of declining enrollment. The center is available for drop-in use six days a week and is also used regularly by two senior organizations. Another center is housed in a functioning elementary school, fostering organized intergenerational programs as well as casual mixing.

The publication describes innovative programs. In Dane County, for example, the RSVP folk art fairs bring older volunteers into the school to pass on their cultural heritage to the young. Children can observe a wide range of arts and skills, and the older volunteers are given a taste of school-based programs, often going on to more extensive commitments in the school system.

Another county initiated a three-part older volunteer program with Health Room Volunteers, School Tutors, and a program for Shared Hobbies and Skills. Another initiated a chore services program (see Chore Services, Project YOST).

Student-Community-Senior Projects

Finally, there is a discussion of aging in the curriculum. Included is Project People in which high school students learn about the aging process and then pair up with an older person for specific activities. In another school information on older persons was incorporated into a visual arts program of photography, drawing, and sculpture.

The publication also describes PROJECT S.C.O.P.E. (Students - Community - Older People - Parents - Educators). The program dates back to 1978 when the Dane County RSVP program and staff of the Jefferson Middle School first established a working relationship. Initial activities included folk art fairs, described above, and the use of older volunteers as remedial tutors and guest speakers. As the involvement grew, major activities included an Intergenerational Writing Project, an Apprenticeship Program in the Unified Arts Class, and an Intergenerational Energy Unit. Since publication of the booklet, S.C.O.P.E. has expanded to three other schools and has become a neighborhood school project. It now has an advisory council of parents, teach-

ers, and the elderly in each school. The council, meeting monthly, plans specific programs and works with other agencies and neighborhood associations.

Activities in the two middle and two elementary schools include room-grandparenting, telephone reassurance of the elderly by middle school students, and a latchkey program in which young children are to check in, by phone, with older people. This is not yet well established, according to the director, though the need for such a program was identified in the community.

NOTE: The director of the Dane County RSVP program, Mary Stamstad, also operates a Clearinghouse on Intergenerational Programs and Issues and publishes a newsletter (see Sources and Resources).

CALIFORNIA

CALIFORNIA STATE DEPARTMENT OF EDUCATION

Parent Involvement and Education Project
721 Capitol Mall
Sacramento, California 95814
(916) 323-0546
Maria Reyes

A Broad-Scope Resource Directory

Young and Old Together, A Resource Directory of Intergenerational Programs, developed by the California State Department of Education (see Sources and Resources), contains references to a wealth of school-based intergenerational programs and was the source of the innovative components described below.

Eleven School-Oriented Intergenerational Programs

In California, in addition to the school-linked programs in grandparenting, nursing home visits, and extensive use of older volunteers in the schools, there is also a noticeable emphasis on training for the older volunteer working in the classroom.

Some examples:

- The Los Angeles Unified School District uses senior volunteers as tutors, assistants to teachers, and playground supervisors. On the job orientation and training are provided throughout the school year to the **800** volunteers in the program.
- Students in grades seven through ten in two public schools and one private school in Los Angeles participate in Project Dialogue, a program that trains teachers in the use of materials on aging, provides resource information to teachers on incorporating aging education into their programs, and brings together older adults and children in the classroom and in special activities.
- In the Auerbach Community School, intergenerational components include: a Grandparents Club, involving seniors and children in a one-to-one program; the use of Grandparent Trip Chaperones; the regular use of Senior Classroom Volunteers; and the "Big Yellow Reading Chair," in which volunteers sit during recess and read to groups of children.
- Older adults work with students (ages 12–21) who have orthopedic or learning handicaps in the Claremont Unified School District. They help the students gain as much independence as possible by training them in life skills such as cleaning, cooking, and laundering.
- In another district seniors are used as resource persons, tutors, and lunch time companions; meanwhile the curriculum provides information about the process of aging to both students and staff; and senior volunteers receive in-service training on techniques of tutoring and enhancing students' self-concepts.
- A countywide center (serving 40–50 seniors daily) is located on the grounds of an elementary school in which the seniors work as volunteers.
- Individuals who have retired from successful careers in business and industry have special opportunities to work with students in the vocational training program in the Sacramento high schools; they also assist in an economics education program which supplements eighth- or ninth-grade social studies classes in San Jose.
- A Napa County program focuses the use of senior instructional tutors on low-achieving high school students, on a one-to-one basis, and on mainstreamed special education students.
- In San Diego County curriculum materials on the process of aging and training materials for elderly tutors have been developed. Also, the Seniors and Kids Project recruits, screens, and trains (with an 18-hour course) senior volunteers, placing an emphasis on working with the special child.
- The "Senior Citizen Exchange Program" in San Jose integrates seniors into high school writing programs as tutors and resource persons. In exchange, they have the use of school facilities: the library, shops, homemaking and art rooms, photography darkroom, and business department, and are given free admission to athletic events and drama productions.
- Another program brings together seniors, school staff, and students in classrooms and related activities in a reciprocal exchange—a student's time and services for a senior's contribution, hour by hour.

PENNSYLVANIA

PENNSYLVANIA DEPARTMENT OF AGING

231 State Street
Harrisburg, Pennsylvania 17101-1195
(717) 783-1550
Marietta King, Chief, Division of Education/Training

A Cross-Generational Publication

In addition to the school-based programs of Generations Together, there are other intergenerational programs in elementary and secondary schools throughout the state. They are documented in the State Unit's publication, *Reaching Across the Years* (see Sources and Resources), from which the following program descriptions were summarized. Intergenerational programs involving high school students in this state—as in many others—frequently include grandparenting programs and chore services. Both activities are covered in other sections of this report. Pennsylvania also has many examples of interaction with nursing home residents.

Senior Services for High School Students

Intergenerational programs in the high school include the following:

- Foster grandparents, on a volunteer basis, care for the infants and children of the high school-age parents in the Altoona Area School District, enabling the young parents to continue their education while strengthening intergenerational bonds.
- High school students have worked with the Monroe County Area Agency on Aging to complete an oral history project, gathering information on local customs and traditions by interviewing older persons in their homes and presenting the topics of the sessions to the county Museum Association.
- A month-long curriculum unit, "Bridging the Gap," is used in the Allentown School District to promote understanding between two eighth-grade classes and seniors from the community.
- In Upper Darby "Seniors with Seniors" promotes interaction between a senior level high school gerontology class and senior center participants at both sites.
- Senior home economics students help prepare meals and serve them to participants at the Newport Senior Center.

Programs Helping Elementary Students

Programs in the elementary schools include the use of older volunteers as teachers' aides and tutors and also involve younger children visiting nursing homes. In the schools:

- In the capital area, RSVP volunteers are involved in tutoring, swimming, cooking, and woodworking with emotionally and physically limited elementary school students.
- Volunteers from a local seniors' group have prepared local history programs for the fourth-grade classes, including dressing in costumes and a field trip.
- Through the Fayette County Community Action Agency, members of a senior center and third-graders from St. John's Catholic School made gingerbread cookies together and learned to use solar ovens to bake them; choruses of the senior center and St. John's school joined for a sing-along; and the center and school both provided models for a local historical fashion show.
- Seniors held a kite-making workshop for fifth- and sixth-graders at a local school.
- Programs of crafts and social interactions were used by a guidance counselor to set up senior role models and selected student relationships for first-graders.

ILLINOIS

ILLINOIS DEPARTMENT ON AGING

421 East Capitol Avenue
Springfield, Illinois 62706
(217) 785-3356
Harriet Edwards

Seniors-School Contacts

Among the many school-based intergenerational programs in Illinois, these are especially noteworthy:

- A group of students participated in an award-winning program at the Anna-Jonesboro Community High School. As part of a six-week unit on older persons in their freshman English class, they first met seniors for lunch at a senior center, listened to presentations on aging, attended a dance with seniors, bowled, played videogames, and published a paper, the *Intergenerational Gazette*.
- At another school 7 olders and 14 seventh-grade students met weekly, during a six-week period, for joint activities, games, and discussions.
- At another, 10 seventh-graders walked to a nearby senior center for six weekly meetings with six elders, during which structured sessions dealt with memories, stereotypes, turning points, and sharing of feelings.

- The staffs of the senior citizens' counseling program at a mental health center and an elementary school worked with the local branch of the American Association of University Women to design and implement a unit of study on aging, bringing together fifth-graders, older adults, and middle-aged adults. Activities were designed to facilitate creativity and communication, in order to break down stereotypes, while working as peers in a new learning and sharing environment.
- One-to-one tutoring in reading was provided by senior center participants to inner-city boys aged six, seven, and eight who were transported to the center for weekly two-hour sessions.
- High school social studies students were released from classes to spend a day escorting seniors through the various screening stations of a Health Fair arranged for them.
- A party was organized by middle school students for a senior center on a Sunday, a day on which the center is not used and seniors are likely to have little to do.
- In a Rural Education Project, fourth- and fifth-graders were offered a curriculum on the agricultural heritage and history of the area, through the use of senior volunteers sharing their own skills and experiences.

Sources and Resources

- American Association of Retired Persons
  1909 K Street, N.W.
  Washington, D.C. 20049
  (202) 728-4377
  Anita Stowell

AARP is a membership organization of 16 million retired persons. It serves as an advocate for older persons and as a resource for program development. With a history of involvement in the stimulation of intergenerational programs, some of its activities have included: technical assistance to youth groups in developing intergenerational programs (including an annual award to the Boys' Clubs of America in recognition of an innovative intergenerational program); the Generations Alliance Program (a community service-oriented program for older adults and students, shaped in each community in response to local needs; the Growing Up-Growing Older project, a film series and curriculum guide for elementary students; the development of a *Truth About Aging* guide (which examines materials effective in the realistic portrayal of aging); and the Book Purchase Project (which encourages donations to schools and libraries of materials accurately portraying older persons).

A future endeavor includes the publication of an *Intergenerational Sourcebook*, which is expected to profile programs and identify resources useful in designing intergenerational programs.

Local AARP Chapters, it should be noted, can be a good source of active older persons who might be interested in participating in intergenerational programs in the community.

- CESAE
  Clearinghouse for Elementary and Secondary Aging Education
  Tennessee Technological University
  Cookeville, Tennessee 38501
  (615) 528-3433
  John Myers, Ph.D., Director

This clearinghouse was established and operates as a resource center for intergenerational programs and aging education. It was begun in 1979 with partial funding from the Tennessee Commission on Aging, which no longer provides funds. It serves to track intergenerational programs, review curriculum, respond to requests for information, and maintain resource files. It also publishes a semiannual newsletter on current activities and publications. Individuals interested in receiving the newsletter should contact Dr. Myers.

The Center's extensive resource materials, including a list of films, could be very useful in designing a curriculum or establishing a school program.

- Generations Together
  600 A Thackeray Hall
  University of Pittsburgh
  Pittsburgh, Pennsylvania 15260
  (412) 624-5470
  Sally Newman, Ph.D.

Generations Together is part of the University of Pittsburgh's Center for Social and Urban Research. Its mission is to develop intergenerational programs, research the effect of the programs, and disseminate information.

As mentioned earlier, this is a five-program family. Components not described in the previous pages are the Senior Center Intergenerational Program (SCIP) which facilitates the development of a range of programs involving Center members and youth and the Intergenerational Service-Learning Programs (ISLP) in which young persons volunteer to serve the elderly each week in a variety of ways.

Generations Together is also embarking on new ventures related to day care and services to high-risk youth. The program is supported by fees, the University of Pittsburgh, and corporate, foundation, and government grants, including funds from the Pennsylvania Department of Aging.

Many useful materials are available. Staff services are available—for a fee—for facilitating the develop-

ment of intergenerational programs in other communities, using special materials. Available to all are:

- research papers evaluating the impact of intergenerational programs and the use of an aging curriculum;
- pamphlets describing Generations Together and its components, including the descriptions used in the entries in this publication and a list of the papers and other publications available;
- a pamphlet describing the very impressive SCARP volunteers and their roles in the schools—recommended to anyone considering such a program, *SCARP—Senior Citizen Artists' Resource Program.* 1983. Generations Together. $1.00.
- *Aging Awareness: An Annotated Bibliograhy,* 2nd Edition. 1982. Generations Together. $3.50. An extensive listing of books and articles on aging, attitudes, the use of older volunteers, curricula, books for children (broken down by age group), and reviews of children's literature. Descriptions included are especially useful in selecting appropriate materials.
- *How to Develop an Intergenerational Service Learning Program at a Nursing Home,* by Charles Lyons and Sally Newman, 1983. Generations Together. Available for a small fee and valuable for its specific details on this type of program (linking college students and nursing home residents) based upon an operating model.

■ Teaching and Learning About Aging/Center for Understanding Aging
Conant School
Acton, Massachusetts 01720
(617) 264-4700
Fran Pratt

Teaching and Learning About Aging has established a resource center with an extensive collection of print and audiovisual resources for teachers, as well as curriculum materials. Lists, prices, and information on sources and fees for training workshops and consultation are available.

An outgrowth of this program has been the development of the Center for Understanding Aging. This organization, still in an early stage of development, was formed to promote better public understanding of aging, with special emphasis on sensitizing individuals and organizations that influence public awareness, attitudes, and behavior—in a positive direction.

Its membership (by invitation) includes a limited number of leaders in a variety of fields including gerontology, human services, and education.

For information on the organization and its services, the above contact information should be used.

■ Teaching-Learning Communities/New Age, Inc.
1212 Roosevelt
Ann Arbor, Michigan 48104
(313) 663-9891
Carol H. Tice

Beyond the Teaching-Learning Communities (T-LC) Project, New Age and Carol Tice have been involved in other intergenerational endeavors, including an intensive conference on "Linking The Generations" at the Johnson Foundation's Wingspread facility, presentations and workshops, and the development of an intergenerational approach to prevention of teenage pregnancy.

Though Ms. Tice is currently available for consultation only on a limited basis, materials are available, including an award-winning film on the T-LC project and *Developing a Curriculum of Caring,* a detailed guide book for establishing intergenerational teaching/learning programs in schools ($7.00), *T-LC Aide Handbook,* for the woman in her middle years who serves in the role of aide ($6.00), and *Lifecraft,* a guide to creative activities for the generations to share ($7.00).

All are available from New Age, Inc; $2.00 for shipping and handling.

■ ***Retired and Older Volunteers: An Educational Resource Service, Community Education Proven Practices.*** 1982. Wake County Public School System. Available through: ROVERS, Wake County Community Schools, 1420 Athens Drive, Raleigh, North Carolina 27606.

This 40-page publication describes the process of development and the program itself. It also offers a discussion of results and recommendations which could be useful in setting up a similar program—as might its appendixed forms, evaluation materials, and curriculum plans.

Also available are video cassettes of three classes and accompanying *Instructor's Guides.*

■ ***Aging Curriculum for Elementary Schools K-6 and Aging Curriculum for Secondary Schools 7-12.*** October 1983. A Cooperative Project of the Minnesota Board on Aging and the Minnesota State Department of Education.

This material, developed under the joint planning committee and prepared by a teacher with experience in integrating an aging curriculum, is designed for teachers with an interest in developing intergenerational understanding.

The curriculum for the elementary school (48 pages) identifies themes and deals with specific concepts through the use of learned objectives/activities/resources for five units: Chronological Aging, Physical/Biological Aging, Sociocultural Aging, Psychological Aging, and Attitudes and Aging. It contains some class materials and a bibliography, including films. Particularly helpful are the many suggestions for activities directed toward specific learner objectives.

The 111-page high school curriculum uses the same approach for the same five units and suggests activities to achieve specific objectives at the high school level (often adding actual materials).

Copies of the curriculum are currently **not** available through the Minnesota agencies. Copies will be made available, however, by NASUA, with a charge for reproduction and postage.

■ ***Intergenerational Programs in Wisconsin Schools.*** 1983. Wisconsin Department of Public Instruction, the Wisconsin Office on Aging, and the University

of Wisconsin, Madison Community Education Center. A limited number of copies available through: Wisconsin Office on Aging, Division of Community Services, P.O. Box 7851, Madison, Wisconsin 53702.

This handbook describes only a few programs but contains exciting concepts, useful information, and sound advice in an approach that may be useful to other organizations.

It stresses the necessity for schools and aging offices to cooperate on intergenerational programs. For example, it urges school personnel to contact the aging network as a first step. Among the resources is a list of Area Agencies and county offices on aging.

- Clearinghouse on Intergenerational Programs and Issues
  RSVP of Dane County, Inc.
  540 West Olin Avenue
  Madison, Wisconsin 53715
  (608) 256-5596
  Mary Stamstad

This important resource currently operates without financing. It is still possible to honor requests for information, but responses may take a little time. Readily available, however (for a small charge) is a *Resource Guide*. This is a bibliography of books, articles, reports, unpublished papers, and non-print resources categorized as Intergenerational, Aging Curriculum for Schools,Resources: Aging Programs in Schools, and Attitudes on Aging: Age Stereotypes. This useful resource also includes annotated bibliographies and media catalogues.

The Clearinghouse has also produced a series of *Intergenerational Newsletters,* which offer well-written descriptions of a range of programs. A newsletter is being prepared for distribution in mid-1984; those interested in receiving a copy should contact the Clearinghouse.

Finally, a survey of operting programs will soon be conducted through the Clearinghouse.

- ***Young and Old Together—A Resource Directory of Intergenerational Programs.*** 1983. California State Department of Education Parent Involvement and Education Project. Available for a nominal fee through that department, at 721 Capitol Mall, Sacramento, California 95814, attention Maria Reyes.

Developed by the State Education Department, with input from the State Unit on Aging and the state's employment division, this directory is a good source of **ideas.** Though its descriptions are brief, contact information is provided for those with an interest in further details. The range of programs is broad and those included in the directory contain many innovations, likely to spark further creative developments.

- ***Reaching Across the Years: Selected Intergenerational Programs in Pennsylvania.*** Pennsylvania Department of Aging. Available through the Pennsylvania Department of Aging, 231 State Street, Harrisburg, Pennsylvania 17101-1195.

Based upon responses to a questionnaire distributed to Pennsylvania's aging network, this publication offers well-organized, useful information on more than 70 model intergenerational programs. Used as a resource in preparing this document, it also conveys a sense of the broad range of possible variations in program components.

Higher Education

According to Betty Douglass, Executive Director of the Association for Gerontology in Higher Education (see Sources and Resources for contact information), colleges and universities are likely to have intergenerational components of three types: (1) the provision of special opportunities for the elderly (special courses and programs and/or reduced tuition fees); (2) the use of field placements, in a number of departments, in agencies serving the elderly or which might offer direct contact with older persons, and (3) the direct interaction, usually through a service component, found in almost all schools with an official gerontology program.

The program examples chosen for this report show how those three types of components can operate—though possible variations are as nearly boundless as they are in other areas. Of special note are the potential resources of gerontology programs and the fertile grounds of the lab schools operated by many departments of education (note, for example, the lab school children who participate in Florida's Adopt-A-Grandparent program, described in this report).

In considering the development of intergenerational programs at the college or university level, one should review the extensive Intergenerational Service Learning Project of the National Council on the Aging (NCOA). That national demonstration project was conducted in 13 colleges and universities in seven states between January 1979 and June 1981. Utilizing different community settings, students and faculty from various disciplines, and different methods of student involvement, the project explored innovative methods of combining services for older persons and learning opportunities for students. This research was supported by the Robert Wood Johnson Foundation and the Community Services Administration.

Products of the NCOA project include an article on major findings, an informative booklet for students, and a series of six monographs, which examine the service-learning implications for specific disciplines. (Contact NCOA for titles and prices.) Details on activities in the colleges and universities involved, as well as descriptions of other significant and innovative intergenerational projects in colleges and universities, are also covered in NCOA's most recent publication, *Intergenerational Programs: A Catalogue of Profiles.* This publication can be a very useful resource in considering and developing programs. (See Sources and Resources for more on NCOA and this publication.)

South Carolina

South Carolina Commission on Aging

915 Main Street
Columbia, South Carolina 29201
(803) 758-2576
Attie C. May, Program Consultant

Classrooms and Camping for Seniors

There are three noteworthy programs at the college level in South Carolina. Two are sponsored by Clemson University and operate there.

The first is the annual College Week for Senior Citizens, sponsored by the University's College of Forest and Recreation Resources, Department of Recreation and Park Administration. The "Week" is actually two one-week sessions held at the end of May, during which older people live in dormitories, eat in the cafeteria, socialize, and attend classes especially designed for them (such as stress management, sex and aging, crime prevention, consumer concerns, health issues, and retirement living alternatives). Students work with the older people in all aspects of the program and activities. Not only do older people thus have access to unique opportunities, but the students have a chance to learn and benefit from the interaction with older persons.

The same department of Clemson sponsors two one-week Senior Adventure Camps. These take place in September in a well-equipped camping facility on the University's property. Students work with the elders in all aspects of this program also. In addition to the mutual benefits of the interaction, many older people have a chance to enjoy the pleasures of camping—often for the first time. Activities range from nature walks and fishing to a river float trip.

The third program in this state is IPBYA, the Intergenerational Project Between the Youth and the Aged, at the Felton Laboratory School of the School of Education, South Carolina State College in Orangeburg. Begun in 1979, this program links eighth-graders at the lab school with older persons who visit them there and participate with them in mutually enjoyed creative activities and discussions.

Virginia

TRI-YES

Sociology Department
Hampton Institute
Hampton, Virginia 23668
(804) 727-5733
Diane Hill, Coordinator of TRI-YES

Triads—Three Way Cooperation

This project, funded by the Administration on Aging and the Administration for Children, Youth and Families, is now in its first semester of operation and will be completed in December 1984. It links triads of persons—older individuals with a need for a service, a high school student who will meet that need, and a college student intern. The purpose, in addition to meeting real needs, is to establish a long-term intergenerational relationship which will not be interrupted during vacations or terminated at the end of the school year because of the college student's schedule (a problem common to interships).

Currently, 4 triads are in place; it is expected that 12 will be operating in the fall, with recruiting under way for those additional units. Most of the students are in the Sociology Department; some are from gerontology, psychology, and social work.

Older adults are clients of the Peninsula Area Agency on Aging. High school students come from the Hampton or Newport News high schools, sometimes via the YWCA. Triads are carefully matched—as often as possible, on the basis of complementary characteristics, not just on similarities in background.

Training Seminars and a Manual

The Hampton students must also attend seminar instruction and complete course assignments relating to program planning, the youth, and the elderly. Students receive three credit hours for their participation.

A training manual, which includes recommended intergenerational activities and implementation procedures, is being prepared.

PENNSYLVANIA

THE CENTER FOR INTERGENERATIONAL LEARNING

Institute on Aging
Temple University
1601 North Broad Street
Philadelphia, Pennsylvania 19122
(215) 787-6708
Nancy Z. Henkin, Ph.D.

Programs and a Strategy Workshop

The Center is currently involved in a broad range of intergenerational programs. It is providing, through Dr. Henkin and program developers, direct technical assistance in community planning for intergenerational programs in Montgomery County, Pennsylvania (see Political Action and Community Planning) and in Washington, D.C. (see Role of the State Unit). It was also involved in April 1983 in a strategy workshop on intergenerational programs for Federal Region III. It has been involved in the development of an intergenerational theater troupe and a chore services program for older persons, the latter sponsored with the Archdiocese of Philadelphia.

Communicating and Learning in Retreats

One of its most unusual activities has been the sponsorship of a series of four annual intergenerational retreats. Each year these week-long retreats bring together about 60 persons ranging in age from 13 to 94 for the purpose of fostering communication and dealing with myths and stereotypes. The group is diverse not only in age but also by race, ethnic background, socio-economic status, and education. Faculty members from Temple University volunteer to teach classes and facilitate the interaction. Communication between young and old has been found to be immediate and intense.

The 1983 retreat, for example, focused on survival. Topics of cross-generational appeal included: time management, assertiveness, intimacy and anger, managing interpersonal tensions, humor and creative expression, coping with stress, money management, and understanding new technologies.

The retreats led to the creation in 1980 of a community-based organization, Across Ages. Formed by persons who participated in the first retreat, the association now has more than 250 members. It works with the Center in sponsoring workshops, seminars, and community service projects. Members motivated to start their own intergenerational projects can receive assistance from Center staff. The Center also maintains a resource center on intergenerational programs and developments.

SOURCES AND RESOURCES

- The National Council on the Aging, Inc.
  600 Maryland Avenue, S.W.
  West Wing, Suite 100
  Washington, D.C. 20024
  (202) 479-1200
  Catherine Ventura-Merkel

NCOA is a national organization of professionals and volunteers who work to improve the quality of life for Older Americans. NCOA, established in 1950, serves as an advocate for older persons and is a resource for service planners and providers.

NCOA has a long history of involvement in and commitment to intergenerational programs. Some of the highlights include the convening, in 1980, of the White House Conference on Aging Mini-Conference on Intergenerational Cooperation and Exchange, in which more than a thousand persons participated in a series of meetings across the country. One product is NCOA's report, *Strategies for Linking the Generations: Report of the Mini-Conference on Intergenerational Cooperation and Exchange*, which defines the related policy agenda and which can be purchased from NCOA (as can the other NCOA publications referred to in this report). NCOA also conducted the significant Intergenerational Service-Learning Project (which, along with its products, is described in Higher Education).

As a result of those activities and through its ongoing commitment to intergenerational programs, NCOA has produced the very useful publication: *Intergenerational Programs: A Catalogue of Profiles* by Catherine Ventura-Merkel and Elaine Parks, 1984. The National

Council on the Aging, Inc. Available for $9.00 (plus handling) through NCOA. This publication includes concise, useful descriptions of more than 90 intergenerational programs identified through NCOA's Intergenerational Service-Learning Project, its 1980 White House Conference on Aging Mini-Conference on Intergenerational Cooperation and Exchange, and its network of service providers. In only a few instances do the entries describe the same programs as this publication.

- Association for Gerontology in Higher Education
  600 Maryland Avenue, S.W.
  West Wing, Suite 204
  Washington, D.C. 20024
  (202) 484-7505
  Betty Douglass, Executive Director

VULNERABLE YOUTH

The focus in this section is on the supportive role played by many older persons in their relationships with children and youths who are "vulnerable." For many, their vulnerability is the result of the abuse or neglect they have suffered from their natural parents—and which continues to pose a threat for the future. For others, their vulnerability stems from encounters with the juvenile justice system and efforts to modify or correct their behavior. Their special vulnerability relates to the jeopardy in which their future has been placed. Some are at risk for a variety of reasons—perhaps because of some combination of those mentioned above—and are currently living a highly vulnerable lifestyle, that of the runaway.

There are two nationwide programs that are especially relevant to services for vulnerable youth. They are the Retired Senior Volunteer Program (RSVP) and the Foster Grandparent Program (FGP). Both are part of ACTION, the federal voluntary agency that also serves as the umbrella for the Senior Companion Program, Volunteers in Service to America (VISTA), the National Center for Service-Learning, and Young Volunteers in ACTION (YVA).

RSVP began in 1971 (with 11 projects and a budget of $500,000). By 1983 the budget had grown to $27,445,000 and the projects had increased to 728, with over 300,000 volunteers. RSVP provides opportunities for persons age 60 and over to serve in a variety of ways and settings in their communities. RSVP volunteers work without pay or stipends though all are provided insurance coverage, and they may be reimbursed for transportation costs.

RSVP programs are planned at the community level in response to local needs. Almost all of them are intergenerational, and currently many are focused on young offenders. Local adaptations range from structured interaction between potential youthful offenders and their potential elderly "targets," to counseling and tutoring of offenders, to working with young first offenders who are providing community service as an alternative to incarceration. Two very innovative though relatively long-lived local programs are described in the following pages.

The Foster Grandparent Program, begun in 1965, has a budget of $48,400,000 for FY 1984—with approximately 19,000 grandparents in 244 projects. It is designed to provide volunteer opportunities to low-income persons 60 or over in giving supportive services on a one-to-one basis to children having "exceptional" or "special" needs. Children with exceptional needs are those with physical, mental, or emotional impairment; children with special needs are those who are abused, neglected, in need of

foster care, juvenile delinquents and offenders, runaway youth, certain teenage parents, and children in need of protection.

These volunteers, who serve 20 hours a week, receive a modest stipend and are provided transportation, insurance and, usually, a meal—all non-taxable benefits.

Begun initially as a program serving young, institutionalized children, the Foster Grandparent Program has now broadened its focus, and services to youthful offenders and to abused and neglected children are not uncommon.

Though more than 40 states make contributions in addition to ACTION funds for Foster Grandparent Programs, the contribution of one state is especially noteworthy. The State of Michigan, which began by making a small contribution to the program in 1978, currently allocates $1,880,100 for Foster Grandparent Programs, a contribution which is larger than the ACTION funds for the Michigan programs.

The range of services provided in this state is also noteworthy. Michigan has, for example, what is probably the only Foster Grandparent Program that works with felons. It has just begun this program, in which five foster grandparents will be working with the inmates of a medium security prison to help them improve their "employment skills."

The distribution of FGPs in other programs is indicative of the broad range of services provided. Four hundred and sixty-three work with the developmentally disabled and 693 with other children, whose problems make them vulnerable—these foster grandparents work with school-age parents, with abused, neglected, or runaway children, with children of families in domestic crisis, in pediatrics wards of hospital and psychiatric facilities, with juvenile offenders, with the blind and/or deaf, with youth clubs, and in alternative educational programs. Many are in Head Start and day care programs, and 311 are in special education rooms in public schools. Further details on two programs follow.

MICHIGAN

FOSTER GRANDPARENT PROGRAM OF LIVINGSTON, INGHAM COUNTIES

Catholic Social Services of Lansing
c/o M.S.B. - 715 West Willow
Lansing, Michigan 48913
(517) 482-7611
Jim Zalba, Project Director

Grandparenting at Institutional Centers

This program has 60 foster grandparents in eight sites. Some are in facilities serving children who are retarded, blind, or disturbed. Seven serve in the W.J. Maxey Boys Training School in Whitmore Lake, 15 miles north of Ann Arbor. The Training School houses almost 500 boys, ages 12 to 18, incarcerated for felonies including car theft, other robberies, rape, and murder. The court has placed them there for rehabilitation, with a usual stay of about a year.

There are five centers, four of which operate in the "positive peer culture milieu." This type of treatment utilizes group pressure in a positive way—with the group dealing with problems and reinforcing positive behavior. In one of these centers two foster grandparents work daily with the boys. In addition to befriending them and listening to them, they do arts and crafts work with them and are actively engaged in teaching them to sew, with the three sewing machines installed for that purpose.

In another center, with boys who are being treated on an individual rather than a group basis (because they cannot tolerate the group milieu and are likely to have more problems than the other boys), five foster grandparents work with the youths. They share recreational and social activities, and may help them with a letter or teach specific skills. As in the other center, though, they offer a significant relationship with a caring person from the "outside world."

MICHIGAN

WAYNE-MACOMB FOSTER GRANDPARENT PROGRAM

Catholic Social Services of Wayne County
9851 Hamilton
Detroit, Michigan 48202
(313) 883-2100
Rita Katzman, Director

Grandparenting Abused Children

This is an unusually large program with 270 foster grandparents serving an average of nearly 500 children daily. In addition to serving children with physical and mental handicaps, the program also serves those with special needs, children who are vulnerable. In addition to serving children in institutions, the program also serves children in foster and private homes.

Other Foster Grandparent Roles

For example, through its working relationship with Parents Anonymous (the community support group for abusive parents), this Foster Grandparent Program places grandparents in the homes of families in which the parent is in treatment for abusive behavior toward the children. Some of the parents have recognized a tendency toward such behavior but most are referred because of severe abuse, usually through the route of the court and protective services, and possibly foster care. The child or children, therefore, are likely to have been returned to the home recently; or there may be indications of danger (possibly they have siblings who have been abused and removed from the house). The grandparents are with the family 20 hours a week and work with (but do not replace) the social worker assigned to the family. The grandparents not only offer friendship and support to the children but also provide a parenting model for the parents—and serve as parents to the parents. That is, they take on the role of an actual grandparent. The project, now in its third year, serves about 18-20 families.

Also, the Foster Grandparent Program serves children who have been removed from the home and are in foster care or are receiving other services.

It provides foster grandparents to children in a shelter for runaways. The grandparents serve as a stabilizing force. Their presence during a meal, for example, creates a family-like atmosphere. Their presence has been found to moderate the behavior of the children—their use of coarse language disappears in the grandparents' presence; their rate of truancy declines significantly; and some may even contact their families.

Foster grandparents also work in group homes for delinquents and in a school for teenage parents (male and female) to which the children of those young parents are also taken.

CALIFORNIA

M-2 SPONSORS/M-2 RE-ENTRY, INC.

1276 A Street
Hayward, California 94541
(415) 886-3113
George Dibble, President

Seniors Sponsor Young Offenders

This is a program of two components: "M-2 Sponsors" which matches volunteers with incarcerated youths and adults and "M-2 Re-Entry" in which the volunteers work with those same offenders as they are released. The program—a means of offering support to offenders before they are returned to the community—began in California in 1971, initially through a Law Enforcement Assistance Administration grant, and served adults only. In 1973, it expanded its service to include the California Youth Authority. It currently serves 700 youths a year through the Authority's 12 facilities.

Though the volunteers range in age from 21 to 70, there are a significant number of older adults involved—and the seniors have proved to be very effective sponsors since they have the time to make a significant commitment. The "M-2 Sponsors" is the aspect of the program in which the volunteer begins working with his "match" at least nine months before the anticipated date of release (six months prior to release for adult offenders). He or she then visits twice a month (once a month for adult offenders) while the match is incarcerated. When the youth is paroled, the sponsor pledges to maintain the relationship for a year (three months for the adult offender). In actuality, the relationships with the youths are likely to continue longer—many, it is hoped, might even be lifelong.

Friendship and Re-Entry Assistance

The nature of the relationship is primarily friendship. The incarcerated youth, especially, is likely to be rejected by his family, and the absence of visitors and support can further decrease his self-esteem. The sponsor can offer support and contribute to changes in his attitude. The youth volunteers to participate in the program; it is not mandatory.

According to the program's director, George Dibble, "The success rate is directly related to the number of visits—if there are 12 visits, the success rate goes up to 91 percent." With an actual average of six or seven visits, however, 76 percent of the youths are able to remain in the community and out of trouble.

M-2 Re-Entry is the aspect of the program which serves clients when they are paroled. Volunteers help primarily with finding a job as well as with housing, transportation, and clothing in addition to on-going personal support. Because of its effectiveness (validated by independent research), the program's budget, in excess of $1 million, is supported with 70 percent state funds and 30 percent private contributions.

The program is not linked to one source of volunteers; they are actively recruited by staff. A speaking engagement, for example, may yield 4 or 5 possible sponsors in an audience of 200.

MARYLAND

JUVENILE COURT PROJECT

Baltimore City RSVP
620 North Caroline Street
Baltimore, Maryland 21205
(301) 396-8146
Stephanie M. Lyon, Director-RSVP

Volunteers at Juvenile Court

The program, started in November 1978, uses 10 RSVP volunteers in the waiting room of the Baltimore City Juvenile Courts.

Those courts annually process 10,000-15,000 cases involving children under 18. Daily, there are about 60-75 clients, witnesses, social workers, and families in the waiting room pending hearings—and they will wait between one and six hours. The situation, with no one to provide liaison between the client and the court and no one to answer questions or provide information, heightens the anxiety and increases the tension of those awaiting a hearing.

The volunteers are now providing help in the waiting room; one is seated at a desk with a sign identifying the "Waiting Room Attendant." The volunteer registers clients, offers information, and answers questions. If the wait is long, the volunteer can find the reason for the delay. If clients or families must leave the room, the volunteer can find them if their case is called. If someone finds the atmosphere frightening, the volunteer can offer reassurance and explain court procedures.

A court administrator has described the contributions of the project—a feeling of organization in the waiting room, clients who seem more comfortable, and a significant decrease in the number of procedural questions flooding the clerk's office.

MASSACHUSETTS

RSVP COURT GRANDPARENT PROGRAM

Mayflower RSVP
18 Leyden Street
Plymouth, Massachusetts 02360
(617) 746-5881
Joan Thompson, Project Director

Helping Children of Divorce

Initiated in 1976 by county probate court Judge Francis Murphy, this program uses RSVP volunteers as "court grandparents" for children whose divorcing parents disagree over custody arrangements.

The program requires a small number of highly skilled volunteers who serve as advocates for the children and who are responsible for carrying out the orders of the court. Specifically, the grandparent, assigned by the court, picks up the children at the home of the custodial parent, takes them to visit the second parent, and then returns them to the parent with custody—according to schedule. The volunteer can thus protect the child against being used as a pawn by the parents in conflict. (Most of the children served are of elementary school age.)

Initial screening of volunteers is done by the RSVP program; the potential grandparent then meets with the judge, who makes the final decision on using that person in the program. To be effective in this role, the volunteers must be genuinely fond of children, able to listen, able to maintain confidentiality, and able to avoid being drawn into a problem and taking sides.

Arrangement Through the Court

When the judge decides that a custody situation is volatile and can benefit from a court grandparent, he usually asks for the volunteer to come into the court while the family and attorneys are present. His decisions on custody and visitation rights are announced, and the grandparent is introduced. An actual visiting schedule is then arranged for the convenience of all concerned. The role of the court grandparent is made clear to the parents and limits established.

The volunteer is assigned to the family for three months in the hope they will no longer be needed at the end of that time. If needed, they may continue. The volunteers, serving as the eyes and ears of the court, report to the judge periodically on the situation. Their observations on occasion have led to modifications in the court's decision.

Of the six volunteers currently in the program, five have been part of it since 1977—one who assists alone and two married couples who work as teams.

Political Action and Community Planning

In this section "political action" is loosely defined to include not only advocacy, but also involvement in the workings of a governmental structure. It is coupled with examples of community planning which, at the least, take into consideration the involvement of local governmental units.

Political action as an active attempt to influence the public decision-making process is not often an intergenerational activity. On the contrary, a common reason for initiating intergenerational programs is the polarization of young and old people, which has been exacerbated by the competition for decreasing services and resources between advocates for the two groups at either end of the age spectrum.

An example of a potentially effective alliance of age-specific interest groups at the national level may suggest other state and local level alliances appropriate for cross-generational advocacy. In Washington, D.C. the Intergenerational Coalition on Dependent Care, led by the staff of the Children's Defense Fund, has taken on the issue of the income tax-related implications of the cost of providing care for young children, the disabled, and the dependent elderly. For all these persons, the actual cost to the family far exceeds the credit allowed through the personal income tax structure—to the degree that the ability of many families to provide quality care **and** continue to earn income through employment is jeopardized. It should also be noted that the Children's Defense Fund has had a long-standing interest in intergenerational programs and sponsored an intergenerational conference.

Two other national organizations which consider their advocacy roles to be intergenerational are the Older Women's League (which even offers a "fledgling" certificate of membership for newborn, future "OWLS") and, of course, the Gray Panthers, which was organized to combat any and all discrimination on the basis of age. It has long allied the young and old and continues to do so in the activities of its 110 local networks. (Contact information on these organizations is included in Sources and Resources.)

At other levels of government: the Silver-Haired Legislature can be useful at the state level, fostering intergenerational understanding, as it does in states described in this section; and locally, intergenerational involvement in government operations is exemplified in the Tulsa, Oklahoma program. Any or all of these programs and activities may suggest other appropriate state and local opportunities for intergenerational undertakings.

Another aspect of this section is Community Planning. The description of activities in Crawford County, Pennsylvania offers information on accomplishments through careful planning for

services. Montgomery County, Pennsylvania offers a view of the planning process. And the counties of West Virginia may offer the perspective of a local-level state-wide network. (For the state level perspective on these two states, see the section on the Role of the State Unit.)

Finally, a document that could be very helpful to potential planners, organizers, and sponsors of local programs is a recent publication of the National Council on the Aging, an organization with a long history of involvement in promoting intergenerational programs.

In the preface to that document, *Community Planning for Intergenerational Programming*, there is a list of common themes believed to be essential elements for developing a successful program. Though not limited to intergenerational programs, the themes identified certainly reflect some of the recommendations most frequently voiced by those who have tried to develop intergenerational programs. They are:

- a systematic process of development, including sound planning and organization and step-by-step implementation;
- leadership strongly committed to seeing the program take root and succeed;
- core staff with a strong commitment to the program plus the knowledge and skills to put it in place (with training often provided to develop such knowledge and skills and encourage any needed changes in perspective or attitudes);
- involvement of potential partners, participants, and consumers in the planning stage and—if appropriate—in program implementation; and
- adequate resources to support the core staff, obtain needed technical assistance and develop program operations, including maximum, creative use of new and existing resources.

(See Sources and Resources for a further description of this publication.)

OKLAHOMA

LOCAL GOVERNMENT INTERNSHIP PROGRAM

Tulsa Area Agency on Aging
200 Civic Center
Tulsa, Oklahoma 74103
(918) 592-7688
Lu Patrick

Generations Share Local Government Work

In March 1983 the Tulsa Area Council on Aging, Tulsa Coalition for Older People, Tulsa Public Schools, and the League of Women Voters sponsored this internship program for the first time, matching an older person with a high school student for a week-long program in a local government office.

Students and seniors were actively recruited and asked to indicate preferences on government agencies of interest to them. They were then paired and assigned to various departments—each of which had been required to assign a staff coordinator, prepare an agenda for the work, and supervise the work.

The actual period of involvement began with an orientation session on local government and an introduction of the participating departments. The remainder of the week was spent in internships in the departments with a final luncheon and evaluation session at the end of the week.

The program was designed to be of benefit to all concerned. According to its own literature, the anticipated benefits were an education in local government for the interns, both young and old (plus motivation to participate in local government), enlightenment on the concerns and expectations of two generations in the community for staff in the participating departments, and an opportunity for the sponsoring agencies to demonstrate that citizens of all ages can be responsible participants in local government.

Program to be Repeated

The program was successful and will be repeated in 1984. This year, beyond adding the Chamber of Commerce and Community Service Council (an arm of the United Way) as sponsors of the program, planned changes reflect the experiences and evaluation of the initial attempt. These changes include:

- an orientation for department supervisors prior to the beginning of the program to maximize the use of the volunteers by the departments in which they are placed;
- the solicitation of an additional (third) placement preference from the participants;
- the use of rotating internships for some participants to increase their exposure to the agencies;
- an emphasis on the educational aspect of the experience and active encouragement of future volunteer work in public offices; and
- an increase in participating departments. (More than 25 departments will participate, including the offices of the mayor and county board, the transit and airport authorities, the museum, zoo, parks department, courts, and emergency medical services authority.)

RHODE ISLAND

EXPERIENCE EXCHANGE

Rhode Island Department of Elderly Affairs
79 Washington Street
Providence, Rhode Island 02903
(401) 277-2858

Exchanging Legislative Knowledge

This is a dual program developed by the State Unit in conjunction with the intermediate schools of the Providence School Department. In one effort, members of the Silver-Haired Legislature and the Governor's Advisory Committee on Aging will volunteer for one to two and one-half hours once a month to participate in classroom discussions. Topics include health, media, race relations, social mores, and changes over time in patriotism, in the city of Providence, and in neighborhoods. The students are thus given first-hand accounts in history and social studies.

In the second Experience Exchange component, eighth-grade students will re-enact the activities of the Silver-Haired Legislature, replacing their older counterparts. Students in a classroom will be assigned the role of one of the six standing committees of the House of Representatives and then debate and "mark-up" the legislation. In May, during Older Americans Month, the students will meet in general assembly at the State House to act on their legislation. The results of the work of the students and the Silver-Haired Legislature will be compared and discussed with both groups.

NOTE: The Silver-Haired Legislature refers to the process in which older citizens have an opportunity to "act out" their state legislative priorities, a method of two-way political sensitizing used currently by about a third of the states. Some states, including Virginia and Missouri, involve young people directly by using them as pages during the Silver-Haired sessions. Missouri has used this approach since its first session in 1972; Virginia did so when it convened its first session in 1983.

PENNSYLVANIA

LINKING THE GENERATIONS

Montgomery County Office on Older Adults
Montgomery County Courthouse
1 Montgomery Plaza–4th Floor
Norristown, Pennsylvania 19404
(215) 278-3601
Edward Keenan, Director

Conference on Intergenerational Needs

With cooperation and support from Temple University's Institute on Aging (see Sources and Resources, Higher Education), the Montgomery County Office on Older Adults sponsored a one-day conference in January 1984 to stimulate the development of innovative intergenerational programs.

The conference was designed, according to its promotional literature, to provide participants an opportunity to "examine the needs and resources of the young and old in your community; explore the benefits of and barriers to intergenerational programs; develop strategies for planning and implementing innovative cross-age programs; and learn important practical skills from the directors of successful intergenerational programs."

With 160 participants from three townships, the conference hosted representatives from the schools, the YMCA, B'nai B'rith, churches and synagogues, libraries, a nursing home, a day care center, and other organizations. Stimulation was provided through the use of the inspiring intergenerational film, "Close Harmony"; presentations on successful operating programs; and workshop discussions on program development, including solutions to problems encountered.

Issues of concern highlighted in the summary of the meeting distributed to all those invited included funding sources, transportation, scheduling, and the use of volunteers. Creativity, flexibility, and cooperation were evidently key elements of success.

Preparations for the conference began in fall 1983 with an assessment and analysis of needs, then a meeting of key leaders, and establishment of an advisory committee. That committee, which met before and after the conference, will continue to meet. The future also includes the anticipated establishment of new programs and the use of the Institute on Aging staff for direct technical assistance to new programs and activities, such as (1) the placement of a senior worker in a school, (2) the possible establishment of a latchkey program and other programs linking a senior center with an elementary school with extra space, and (3) the use of an empty school building by a community group for dual day care centers, serving the young and the old.

Commonalities Shared by Young and Old

Interest in intergenerational programs is not new in Montgomery County. In 1977 and 1978 the then-new Area Agency on Aging developed a project called SISTA, Students in Service to Aging, which involved conferences of young and old as well as service programs. The conferences, according to the Area Agency director, highlighted the connections between young and old—stressing the commonalities between the generations on either side of (and both all too often dependent upon and patronized by) the generation of the middle-aged. Recognition of those commonalities, it was found, made the differences between the young and old seem less profound. For many, this was an initial exposure to the needs of another generation, which was, for many, quite revealing. It was difficult, however, to establish actual service programs.

A decision was made to change the approach in taking on the current commmunity planning effort. Currently, the focus is on community systems—the churches, schools, social agencies, civic associations, and cultural groups—and there is an emphasis on direct involvement of community leaders.

NOTE: Further information is also available from the program developer from Temple University, Steve Tunick.

WEST VIRGINIA

WEST VIRGINIA COMMISSION ON AGING

Holly Grove–State Capitol
Charleston, West Virginia 25305
(304) 348-3317
Earl F. Jarvis, Section Chief/Special Projects

Planning a County-by-County Network

The State Unit on Aging hopes to establish a statewide network of intergenerational programs. It will utilize a state-level task force as well as local task forces, in all of the state's 55 counties. (See the section on the Role of the State Unit for details on that office's role and the functions of the state task force.)

The county-by-county task forces are expected to serve as the local planning bodies for the services network. They will, however, have support from the

state level and the advantage of challenge and input from the rest of the county task forces.

It is anticipated that the County Intergenerational Task Forces will be established under the auspices of the county commission, an interagency council, or through county interagency agreements. The purposes of the task forces are (1) to stimulate the development of intergenerational programs involving as many and varied activities as the local systems can manage effectively, (2) to avail themselves of information and training opportunities in order to expand local programs, and (3) to assist in program monitoring, reporting, assessments, and evaluations.

Bringing the Planners Together

The above description is used in a request for funding. It is not clear how much of the plan will be carried out if funding is not secured. The plan, however, has been introduced on a statewide basis and has received strong endorsement from all involved. That introduction (which followed a series of meetings of various state agencies to determine needs and approaches) took the form of three Intergenerational Awareness Conferences in November 1983. The conferences, sponsored by the Commission on Aging and the state's Department of Education and Extension Service, were held in three geographically separated locations in the state to accommodate a broad cross-section of participants. In addition to representatives of the sponsoring agencies, presenters also represented the Administration on Aging, Region III office, the West Virginia University School of Graduate Studies, and the Temple University Institute on Aging. Participants were drawn from local Boards of Education, the Job Corps, the American Association of Retired Persons, the Retired Senior Volunteer Program, and aging projects.

Though the county task forces will not begin to function in a state devoid of existing intergenerational programs, they are expected to create a firm base of support for programs which have been developed through a far less structured approach.

PENNSYLVANIA

INTERGENERATIONAL PROGRAMS DEMONSTRATION

Crawford County Office for the Aging
915 Liberty Street
Meadville, Pennsylvania 16335
(814) 336-1580
Lila Beedle, Deputy Director

Four Intergenerational Programs

This demonstration, funded by the Pennsylvania Department of Aging, consisted of four separate intergenerational programs initiated in the community, against a backdrop of previously established intergenerational programs in place. It demonstrates the results of conscious planning for a range of services and programs linking the young and old.

The new programs planned and established during the demonstration (most of which continue though funding has ended) were initiated by the Area Agency but depended upon involvement with and support from other community organizations and resources.

The first program involves bimonthly interaction between the older participants in a local senior center and the children of a cooperative preschool. Activities include singing, games, holiday celebrations, and sharing, in general.

The second program links seniors with the students of Allegheny College. The Area Agency has found the College to be very supportive and had worked with faculty and staff in the past toward a Senior Recognition Day, which was held during the demonstration. On that day over 300 seniors took part in classes, demonstrations, and tours. That followed another college-sponsored event, a basketball game and party.

The third program, organized with a local runners club and supported by volunteers and community organizations, was an intergenerational race and race-walk—the first event in the community's Memorial Day Celebration.

The fourth program was an educational program designed to sensitize both elementary-school and high-school students to the aging process. (This is no longer in place but could be reinstituted following an analysis and redesign of the materials.)

Existing Intergenerational Programs

The backdrop of existing intergenerational programs in the community also includes:

- use of a 113-year-old mansion as a recreation and community center, serving as a senior center during weekdays, a teen club on weekends, and offering a playground and pool to children of all ages;
- telephone reassurance and friendly visiting programs for the elderly performed by volunteer college students;
- a family support group for families caring for older relatives;
- chore services for the homebound and frail provided by community service workers sentenced by the court;
- extensive use of students in senior centers;
- nutrition programs for seniors conducted by high school students; and
- student interns working in the Area Agency.

(A manual on establishing similar programs is available—see Sources and Resources. For more information on the Role of the State Unit, see that section.)

- ***Program Innovations in Aging, Volume VIII—Community Planning for Intergenerational Programming,*** by Catherine Ventura-Merkel and Lorraine Lidoff, 1983. Available, for $8.00, from the National Council on the Aging, 600 Maryland Avenue, S.W. West Wing, Suite 100, Washington, D.C. 20024.

This manual is the most recent in a series of publications describing how to develop specific services (such as energy assistance, retiree employment, and "respite companion").

This manual, like the others in the series, is designed to provide general guidelines that can be used by diverse organizational sponsors to develop programs in a variety of community settings. It is intended as a "guide for organizations interested in developing or expanding activities that promote intergenerational sharing in their community. The model focuses on the development and organization of a community committee to plan, implement and review ongoing programs, activities and special events that link the generations." Though research covered other areas, the model is based primarily on the experiences of a committee in Lakewood, Ohio.

The publication deals primarily with the committee as the planning body for the community's intergenerational activities. It details formation of the committee, suggests potential sources of members, and outlines the steps in its ongoing operation (including the use of subcommittees). It also includes useful references.

This publication could provide useful direction to a community group interested in a planned, structured approach to providing intergenerational programs.

- ***Intergenerational Programs,*** Demonstration projects conducted by the Crawford County Office for the Aging, June, 1983. Available, for a fee, from the Commonwealth of Pennsylvania, Department of Aging, 231 State Street, Harrisburg, PA. 17101

This publication, prepared as a condition of the state office funding, details the services summarized in this report and describes resources which were used and would be required in replicating the programs. Some registration and public information materials are included.

- Children's Defense Fund
  122 C Street, N.W.
  Suite 400
  Washington, D.C. 20001
  (202) 628-8787
  Helen Blank

- Older Women's League
  1325 G Street, N.W.
  Lower Level B
  Washington, D.C. 20005
  (202) 783-6686
  Alice Quinlan, Government Relations Director

- Gray Panthers
  3635 Chestnut Street
  Philadelphia, Pennsylvania 19104
  (215) 382-3300
  Edith Geise, Executive Director
  Maggie Kuhn, National Convenor

ARTS/HUMANITIES/ENRICHMENT

In the moving and inspiring film "Close Harmony" the enrichment of life and appreciation of an art form—through an intergenerational activity—are epitomized. Young and old both benefit by producing music, enhancing their own lives as well as those of their listeners, meanwhile sharing a rich intergenerational experience. It is possible to transfer the basic elements of that model to other cultural areas such as crafts, drama, and the enjoyment of literature and fine arts.

In other programs, principally designed for older persons teaching their arts to the young, the lifetime experiences of the older persons provide a wealth of artistic knowledge and skill to share with and pass on to succeeding generations. There are many such programs, including some listed in the Elementary and Secondary Education section of this report, which stress the arts; and there are many useful resources. Especially useful is the publication of the National Council on the Aging, *Intergenerational Programs: A Catalogue of Profiles* (see Sources and Resources, Higher Education).

The programs described in the following pages suggest only a few of the options possible—variations in this area are as broad as the skills and experiences of the participants.

To give a suggestion of the range:

- Many programs are designed to enable the old to pass on the heritage of the past. In Washington State, for example, residents of two nursing homes visit the third-grade class of one elementary school, taking with them objects from a local museum, which they use in creating hands-on experiences.
- Many programs are designed for the mutual benefit of young and old—such as many of the senior center/school programs in Maryland described here (the senior center being an excellent source of active older persons interested in such programs).
- In some cases, the young can provide tangible services to the elderly that add to the sensory pleasures and enrichment of their lives—for example, in Michigan, youths in the Job Corps created a nature trail for the seniors in an appropriate area close to the senior center.

Surely there are countless other ways in which members of each generation can help to enrich their own lives and those of the other age groups.

WASHINGTON, D.C.

ACROSS THE GENERATIONS

Senior Citizen Volunteer Program
Capital Children's Museum
800 3rd Street, N.E.
Washington, D.C. 20002
(202) 543-8600
Andrea Peters, Senior Volunteer Coordinator

Seniors Enrich Museum Activities

In this program, a conscious effort is made to recruit and use a large number of older volunteers to provide an enriching experience for children.

The Capital Children's Museum provides an unusual and stimulating educational experience for children. It allows them, for example, to become immersed in the culture of Mexico; older volunteers teach them the Mexican hat dance and help them prepare Mexican foods and create Mexican crafts. The museum and the older volunteer aides also provide the children an opportunity to observe and use simple machines and other "hands-on" exhibits.

In addition to serving as exhibit aides during the week, senior volunteers work as clerical assistants, consultants, salespeople, receptionists, bookkeepers, and recruitment specialists; some conduct workshops in an after-school program. Homebound older persons and nursing home residents also provide behind-the-scenes support by preparing and mending materials for exhibits, and by stuffing envelopes.

Older volunteers receive orientation and specific training for their tasks. Ongoing in-service training is given to the volunteers, who are heavily relied upon for staffing. Transportation costs and meal stipends are provided. There are currently over 100 volunteers, about one-half of whom work in the museum once a week.

The program was initially funded by ACTION, the federal voluntary agency, as a demonstration in 1979. Since then foundations have also added their support. A cost analysis has shown that the Senior Volunteer Program saved $36,000 in actual dollar costs between October 1979 and June 1980.

CALIFORNIA

INTERGENERATIONAL PROGRAMMING IN LIBRARIES

South Bay Cooperative Library System
2635 Homestead Road
Santa Clara, California 95051

Library Workshops and Reading Programs

A group of librarians and patrons of this eight-library system met to consider the possibility of an intergenerational summer reading program. The project, using the theme of heritage-sharing, was initiated when a proposal for the program was funded with federal Library Services and Construction Act funds, through the California State Library.

The initial program, during the summer of 1980, took a different form in each library but there were overall, centralized aspects. There was one Project Librarian, Marilyn Green, and an active advisory committee. In preparation for the program, the system librarians participated in a series of workshops: a brainstorming meeting, a workshop on aging, and a workshop on working with children and older people in the same setting. Participating librarians were drawn from both children's and adult staff.

The program identified as the most successful involved Library Grandparents working on regularly scheduled shifts at the special summer Reading Club Table (for children). Other libraries used "time machines" to carry out the "Now and Then" theme of the program. In one library activities were planned specifically to involve seniors from the senior center located in the same building as the library.

In the spring of 1981 the system sponsored an Intergenerational Authors Festival, and many activities continued during the summer of 1981. Though the project itself lasted for only two years, several libraries have continued some activities.

A publication prepared during the course of the project offers a detailed account of programs and events, and is also an excellent source of intergenerational materials. It is a valuable resource for the development of many programs, in other places as well as libraries (see Sources and Resources).

PENNSYLVANIA

FULL CIRCLE INTERGENERATIONAL THEATER TROUPE

The Center for Intergenerational Learning
Institute on Aging
Temple University
1601 North Broad Street
Philadelphia, Pennsylvania 19122
(215) 787-6708
Nancy Z. Henkin, Ph.D.

Stage Ensembles Bring Generations Together

This is a newly formed ensemble group of teens and elders who have skills in improvisational theater and knowledge of issues which affect people throughout life. The troupe's dynamic performances help audiences examine age relations.

In the program's literature, the performances and dialogues between actors and audiences are described as designed to: dispel age-related myths, reduce elders' fear of teenagers by increasing their understanding, and increase young people's understanding of the aging process as well as their appreciation of older persons. Performances will be offered in senior centers, high schools, and community centers.

The troupe has been developed by the Temple University Center (see Sources and Resources, Higher Education) and by CHOICE. CHOICE is a consumer health education agency concerned with ways to help teenagers cope with their problems. Preventive education and outreach programs are provided by an improvisational teen theater troupe called the CHOICE CONNECTION.

Funding has been provided by Philadelphia's Area Agency, the Philadelphia Corporation for Aging. The Full Circle Troupe gave its first performance in early April, at a senior center. It is expected to put on 15 performances by the end of June 1984.

MARYLAND

MARYLAND OFFICE ON AGING

301 West Preston Street
Baltimore, Maryland 21201-2374
(301) 383-5064
Helene Seaman

Law Seminar One of Many Programs

At one multipurpose senior center in Pikesville, Maryland, center seniors and high school seniors participated in a three-phased activity in which: (1) a retired judge conducted a seminar on the law for both age groups; (2) a follow-up meeting was held, a case study was presented to the group, and roles and responsibilities were assigned to young and old in preparation for acting out the case study; and (3) a mock trial was conducted, with a jury and a courtroom audience.

Further, the state office has identified a wealth of other intergenerational programs which involve participants in senior centers throughout the state. For example:

- students from a Roman Catholic high school are involved in crafts projects with seniors at a nearby center four days a week (with proceeds from the sale of the items returned to the center);
- a senior center is co-located with another Catholic school and many of the students' grandparents are members; students visit at will and are often invited to participate in center activities;
- a current events class, sponsored by a local community college, has brough together social studies students from the local junior high and seniors from a senior center to discuss juvenile crime,
- five students from a senior high spend a full day at their neighborhood senior center, participating in activities, after which they report to their classmates on the experience;
- a co-located senior center and school have begun a program of surrogate grandparenting;
- a senior center and elementary school have formed a mixed chorus after viewing and discussing "Close Harmony";
- senior center members visit an elementary school to teach square dancing;
- elementary school children have participated in craft classes at a senior center for the summer session;
- another center has established a pen pal program with elementary school children from broken homes;
- a tutoring program for second-graders utilizes seniors transported weekly from a center to the school for the sessions; and
- as the result of a crafts demonstration by seniors at an elementary school in a relatively isolated area, 15 children have been chosen to participate in a four-week summer crafts session at the senior center.

- ***Intergenerational Programming in Libraries,*** A ***Manual,*** by Marilyn V. Green, 1981. Available through a library or, for $6.00 prepaid, through South Bay Cooperative Library System, c/o Santa Clara Public Library, 2635 Homestead Road, Santa Clara, California 95051.

This publication is an excellent resource for the development of many programs beyond those in libraries. It offers details of the development of the summer reading program in the South Bay system (down to reproductions of program-related bookmarks) and covers problems and solutions encountered before and during program implementation.

Materials useful in training, the identification of intergenerational resources, and specific information on actual activities are offered. The manual is a source of program possibilities and materials and deals with ageism, as well as aging. There is an extensive list of reference sources, and the annotated bibliography of literature depicting aging could be very useful.

HOME SHARING

Appropriate, affordable housing for the elderly is often identified as a priority by those concerned with the well-being of the older population—but fulfilling this need can be difficult and expensive. Responses to the need have included senior housing sponsored by private non-profit agencies with funding through the 202 program, rent supplements for older persons through the Section 8 program, congregate housing arrangements, and echo housing (or granny flats).

An increasingly popular, innovative measure is the possibility of shared housing. In 1980 an Andrus Paper, *Intergenerational House-Sharing*, noted "half a dozen programs across the country are matching people in house-sharing arrangements." A current national directory lists about 300.

Most of the original home-sharing programs served the elderly by matching them with other older persons, usually because the matching agency was mandated to serve only the elderly. It has become clear, however, that intergenerational matches can be very effective. The elderly are certainly not the only members of the population in need of appropriate, affordable housing. Younger persons also pay a penalty because of the high cost of housing, maintenance, and utilities, and the lack of sufficient (and affordable) rental units.

Older persons, however, also have other needs to consider—many are widows, who want to remain in their homes, though the now inappropriately large house and the physical demands of maintenance are quite burdensome. And many are afraid to be alone in the house—or they are lonely. For some of these people house-sharing (either with others their age or with young people) is a viable alternative living arrangement.

Models of house-sharing take a variety of forms. In "match-up housing," an older person with a (usually large) house can take in other older persons to provide companionship and share expenses or take in younger persons for the same reasons and/or for help with household maintenance chores. Or a residence can be planned and designed for a group of unrelated individuals, all of one age group or an intergenerational mix, referred to as a "shared group residence."

Nationally, there are about 150 programs of match-up housing and about 150 of shared group residences. The majority of the match-ups are intergenerational; only a few of the shared group residences are. The match-ups are intergenerational because of the high number of adult homeowners (70 percent of the elderly own their own homes) and the preference of the elderly for younger people as matches, to be sources of stimulation and pleasure. Also, in 30–40 percent of the matches services are exchanged. The source of these figures is Dennis Day-Lower of

the National Shared Housing Resource Center, Inc., whose distinctions between match-up housing and shared group residences are used in this section. (See Sources and Resources for more information on the Center, its national directory mentioned above and its other literature.)

Problems obviously arise in any of these models. Personal habits and preferences have to be considered and matched carefully for an arrangement to work. Even then success is not assured. These arrangements are not appropriate for everyone. They require much cooperation and tolerance, and mean a loss of privacy.

When considering the possibility of establishing a program, first steps must include (in addition to assessing housing stock and needs) an analysis of the needs of the residents of the community and a survey of available social service supports, according to the Andrus paper mentioned above (see Sources and Resources).

Obstacles limiting the development of these programs in the past (beyond the need to deal with local zoning restrictions) included federal legislative barriers. Two barriers were weakened when (1) the National Housing Act was amended in 1983 to permit the use of Section 8 funds for elderly families sharing living arrangements in existing and moderately rehabilitated units and (2) the Community Development Block Grant program was changed to include shared living arrangements. Two barriers remain in the restrictions of the Supplemental Security Income program and the Food Stamp program—both, to generalize, imposing financial penalties on those in shared living arrangements. Legislation, however, has been introduced to remove these disincentives—and to protect the homeowner considering a match-up against the potential loss of a capital gains tax exemption. (For legislative up-dates on shared housing, the *Shared Housing Quarterly* should be very useful. See Sources and Resources, the National Shared Housing Resources Center, Inc.)

WASHINGTON

HOMESHARING FOR SENIORS

Senior Services and Centers
1601 Second Avenue, Suite 800
Seattle, Washington 98101
(206) 587-5725
Elizabeth Treadwell

Matching Shared-Housing Clients

This project has operated since 1978 and offers a variety of housing options: one-to-one matches between older homeowners and older tenants, intergenerational home-sharing, home-sharing barter arrangements (involving the exchange of services for rent), and shared living houses. Placement efforts can be offered to people of all ages, but in any match at least one individual must be an older person.

The program initially offered extensive counseling (to some degree, a vital component in all successful home-sharing programs) but is currently more heavily weighted toward housing. According to the director, this has probably been a wise change, as the number of matches has increased significantly. Until 1981 a "good" year was one in which 20–30 matches were made, but in 1982, 80 were arranged. The agency expects to have the capacity to make well over 100 placement/matches in 1984, and handle over 600 inquiries.

NOTE: The very high numbers of inquiries and applicants reflect both the need for housing alternatives in this area and the importance of a large pool of applicants from which to draw.

Actual staff activities include: counseling home-sharing inquirers to determine appropriate housing; interviewing applicants to assess needs, preferences, concerns, and expectations; suggesting options; arranging meetings of potential home-sharers; offering guidance in negotiating agreements; referring applicants to other services; providing followup (including assistance in resolving conflicts); and performing publicity and outreach functions.

The effort is one of providing housing choices for older persons, reducing housing costs, countering the problem of displacement, making more efficient use of existing housing stock, and fostering arrangements that provide companionship and security, as set forth in the most recent application submitted for the Community Development Block Grant funds with which the program operates.

Cooperative Community Networks

Since the program has been in place for almost six years, it has developed a good community network of referrals. Churches, other agencies, and a few church-affiliated colleges make referrals; local businesses cooperate by displaying posters and distributing literature. Many referrals also come from the YWCA emergency housing service. The program also has a network to which it can refer clients who are not appropriate for home-sharing or who need other assistance. Individuals in need of other services can use the information and referral service located in the same building.

The director, Elizabeth Treadwell, is willing to share materials and forms with others interested in establishing such a program. She believes that close contact with an effective, operating program is the best resource for program development.

CONNECTICUT

PROJECT HOME SHARE

South Central Area Agency on Aging
201 Noble Street
West Haven, Connecticut 06516
(203) 933-5431
Ron Webb

Sharing: Young Families and the Elderly

Now in its second year of operation, this program links the elderly identified by the Area Agency as interested in sharing their homes with mothers and children referred by the Coordinating Council for Children in Crisis. Often entering the program after placement in a shelter, the mothers and children are matched with the elderly who have space to share. The "tenants" may pay rent or they may provide services for the older homeowner.

The program was initiated when, in the course of the Area Agency's needs assessment, it became clear that many of the elderly in the area will be burdened with excessive, costly housing space which could be turned into a resource to meet the needs of the young families served by the Coordinating Council. The agencies sought and secured a grant to implement the program from a local foundation. There are currently 30–35 matches.

PENNSYLVANIA

PHILADELPHIA SHARED HOUSING CLUSTER PROJECT

6344 Greene Street
Philadelphia, Pennsylvania 19144
(215) 848-1303
Barbara Granger

Cluster Housing Co-Sponsorship

This project was initiated as a demonstration in January 1982 and continues to pursue the goal of developing a cluster of six residences for low-income elderly in Philadelphia. The project is co-sponsored by Episcopal Community Services and the National Shared Housing Resource Center, Inc. (see Sources and Resources). It is based, to some extent, on the intergenerational shared household sponsored by the Back Bay Aging Concerns Committee, described in this section.

This project, however, is unique in its scheme to develop six separate residences at about the same time while coordinating the larger developmental activities that can be managed together most effectively. These common activities include resource development, financial packaging, accounting, resident recruitment, and training. The cluster arrangement also serves to strengthen the morale of the sponsors and provides a larger, stronger image for the group (especially useful as it deals with entities such as local government in policy development).

The project began by establishing a technical assistance base with which to support the sponsors and then began the process of identifying potential sponsors. Criteria applied include: the presence of elderly poor in need of new housing options in the neighborhood, access to property, neighborhood organizational strength, and, of course, the creativity necessary for such a venture.

The project now has identified all six sponsors. Though all serve the minority elderly, each sponsor is unique in circumstances and setting. For example, one is a cluster of six Methodist churches, and one is a YWCA. They are all, also, at various stages of development. The first house will open in mid-1984, with two more opening before the end of the year and the rest in 1985.

Some Units Are Intergenerational

Two of the houses will be intentionally intergenerational—and all of the others will be open to all age groups.

It is expected that the project will be a model for other communities interested in establishing similar "networks" of homes with some consolidated activities. It should be noted, however, that Philadelphia is, according to Barbara Granger, "rich with neighborhood organizations, and has a substantial housing stock that lends itself to shared living settings."

The current project, being the first effort to develop such a system is, according to the director, doing more than implementing a shared housing plan—it is in the process of "putting into place a social innovation."

MASSACHUSETTS

BACK BAY AGING CONCERNS COMMITTEE

Young and Old United
The Church of the Covenant
67 Newbury Street
Boston, Massachusetts 02116
(617) 266-2257
Tim Overton, Shared Housing Staff

Cooperative Use of Large Houses

The Back Bay Aging Concerns Committee (BBACC) has two shared living houses. The first opened in July 1979 and the second in October 1983. Though both are intergenerational (with a minimum of 70 percent of the residents 55 and over), there are significant differences in the two homes and in the nature and needs of their residents.

The first house, the Shared Living House, was opened in an area of the city in which older people were being displaced from rental units during a time of extensive rehabilitation and condominium conversion. Sponsors were the BBACC and the Gray Panthers. The goal was to establish a model of an intergenerational shared home. The four-story 19th century brownstone used had been a rooming house; it was purchased and renovated with grants from public, private, and charitable institutions—including the Area Agency.

In this model the facility as well as the responsibilities are shared by the residents. The residents have their own rooms but share baths, kitchen, laundry, and common areas as well as responsibility for management and maintenance of the house. They serve on operating committees and carry out assigned household tasks. Basically, these are 15 independent indi-

viduals who share an interdependent living arrangement. There is a weekly group meal and meeting, and there is support from one staff person who lives in an attached carriage house. Residents range in age from the 20's to 70 plus.

Helping Displaced Renters

The second house is the Mary Delay House (named after a long-time volunteer in the BBACC). This large house offers affordable housing in an area where condominium and luxury apartment development and university expansion have pushed rents beyond the means of many. In this house there is minimal involvement in running the house on the part of the residents, who are more in need of safe, affordable housing than a communal experience. It houses 23 individuals, young and old. Financing comes from a wide range of sources, including loans, gifts, and a Community Development Block Grant. Volunteer hours contributed significantly toward renovation of the house.

The parent organization, the BBACC, was formed 10 years ago by churches in the neighborhood concerned with the elderly. Programs established in addition to housing include counseling, transportation, information and referral, education services, and a "flu shot" program. Materials are available. There is a charge for reproduction.

Sources and Resources

- ***Intergenerational House-Sharing, A Research Report and Resource Manual,*** by Stephen R. McConnell and Carolyn E. Osher, 1980. The Ethel Percy Andrus Gerontology Center, the University of Southern California Press. Los Angeles, California.

An analysis of two comparatively long-standing house-sharing programs—Nassau County, New York's Project SHARE and San Jose, California's Project MATCH (both established in 1977)—and the results of surveys and case studies focused on attitudes toward shared living. Though the research on attitudes has few surprises, the brief descriptions of the operating programs (and forms replicated) could be useful guides.

- National Shared Housing Resource Center, Inc.
  6344 Greene Street
  Philadelphia, Pennsylvania 19144
  (215) 848-1220
  Dennis Day-Lower, Executive Director

Operating since January 1981, this is a national, nonprofit organization promoting shared housing options for older people. By its own definition, its services include:

- Educational Clearinghouse and Resource Library—Preparing and disseminating information to users, policy planners, program developers, and practitioners and maintaining state-of-the-art information on housing alternatives.
- Research—Conducting surveys, case studies, and policy analysis.
- Advocacy—Working towards the removal of barriers that inhibit the broad development of shared housing (such as financial, regulatory, legislative, zoning, and marketing barriers).
- Networking—Creating linkages and building coalitions that support and sustain shared housing efforts at regional, state, and local levels.
- Technical assistance—Providing in-office and on-site consultations to new sponsors of match-up and group residence programs; conducting training workshops.

The Center has published a *National Directory of Shared Housing Programs* which identifies and provides contact information on about 300 programs—shared group residences, match-up programs, and housemate referral services. It is available through the Center for $6.00.

Other publications of the Center include a report and recommendations of a 1982 National Policy Workshop on Shared Housing, a shared housing bibliography, a self-help guide for homeowners and renters considering house-sharing, a complete packet of forms necessary for a match-up program and planning manuals for both group residences and match-up programs. Finally, there is a most informative *Shared Housing Quarterly*—issued regularly beginning in April 1984. A complete list and price list are available from the Center.

NOTE: See entries for Massachusetts and Washington for their own materials.

GRANDPARENTING

"Grandparenting" as a category of intergenerational programs is being used in this report to cover programs and services which use the label of "grandparent" to describe the relationship sought in the program established. These programs are generally social in nature (though some involve service provision) and are directed primarily at creating the bonds of love, friendship, and support that are normally found in the grandparent/grandchild relationship in a natural family.

The mobility of the modern American family and subsequent geographic separation between grandparents and grandchildren are primary reasons for the necessity of establishing such programs and "creating" new extended families. Another is the loneliness and isolation of many older persons living in nursing homes—the reason that many of the programs described focus on the institutionalized older person.

Again, an effort has been made to describe a number of different programs, to suggest the possible range of sponsors, services, and settings. Included is one program, believed to be a prototype, which has operated for 21 years.

Also of special interest in this section is the easy replicability of many of the programs, the minimal funding (if any) involved, and the organizations of young persons that might be tapped. These organizations are noted in the descriptions and identified in Sources and Resources.

Not to be overlooked as a very valuable "grandparenting" program is the Foster Grandparent Program (FGP). Because of the special nature of its contribution, it is described in detail in the section on Vulnerable Youth. That section also offers descriptions of specific FGP programs.

Also, another aspect of "grandparenting" to be considered is the strengthening of the relationship between grandchild and grandparent in the natural family. Since the intrinsic value of that bond provides the philosophic justification for acting out these roles with strangers, the natural cross-generational relationship itself should certainly not be ignored.

One organization which does focus on that bond and which deals with protecting that link when it is threatened (especially when the natural parents divorce or one dies and the survivor remarries) is the Foundation for Grandparenting, also described in Sources and Resources.

Another mechanism for promoting grandparenthood is a holiday, the celebration of which is encouraged by the Administration on Aging and the State Units on Aging—National Grandparents Day. Officially the first Sunday after Labor Day, National Grandparents Day offers an ideal opportunity for intergenerational activity and stimulation. Everyone is encouraged to

remember their natural grandparents, and many State Units on Aging make extensive efforts to go far beyond that.

Some examples of efforts in 1983 follow.

In Rhode Island, the Department of Elderly Affairs, in cooperation with a greeting card manufacturer, sponsored a Grandparents Day Poster Contest which drew more than 50 entries statewide. Contestants ranged from children of seven years to middle-aged adults. In 1982 the Department sponsored a Photo Contest.

In Missouri a ceremony honoring all grandparents was held at the time of the signing of the state proclamation commemorating National Grandparents Day. Among the guests of the Division of Aging for the ceremony in the governor's chambers were members of the Retired Teachers' Association.

In Illinois, as part of the Grandparents Day Proclamation, the governor proclaimed the week following that day "Write Your Grandparents Week." For the second year, the Department on Aging and State Board of Education joined forces to encourage teachers to promote classroom projects which give students an opportunity to write to their grandparents (or other elderly persons they might know) to increase communication and, therefore, mutual appreciation between the generations.

FLORIDA

ADOPTED GRANDPARENTS PROGRAM

P.K. Yonge Laboratory School
College of Education
University of Florida
Gainesville, Florida 32611
(904) 392-1554
Esstoya Whitley, Director

Convalescent Center—School Visiting

This program is literally the grandparent of the grandparenting programs. It has been operating since 1963.

This program of daily interaction between young children and their adopted grandparents in the nearby Community Convalescent Center was initiated by the second-grade teacher who continues to direct it.

On a daily basis six–eight children visit the home. Also, some of the older residents come to the school (the children can push their wheelchairs from the home to the school), and the independent elderly can work in the school—as one man did, daily, for six years.

Benefits to Both Generations

The project brings young and old together in a setting that is generally cheerful and serves to alleviate the loneliness of institutional life. It gives the older people added mobility through the help of the young wheelchair pushers, and provides listeners for those who enjoy reminiscing. It offers an opportunity for games, crafts, and music. It has been found to make a difference in the older people served——increased interest in their appearance, better appetites, and more positive attitudes (with fewer complaints). It has even been found that the children can be instrumental in helping to carry out therapy (speech therapy, particularly).

Activities also include visiting, writing (a favorite activity even though visiting is regular), reading, dramatizing, planting a flower garden, making music, and sharing games, arts and crafts, and parties.

The children benefit from the time and attention of the older people, and take part in the over-arching benefit of positive attitudinal development related to aging.

The program also has dealt frankly and openly with death—and has had experience in helping the children work through and understand their grief when a grandparent dies.

A description of the program, detailing the personal benefits, was published in 1976 and is included in Sources and Resources.

PENNSYLVANIA

SHARE-A-GRANDPARENT PROGRAM

The Surrey Club Services for Seniors
228 Poplar Avenue
Wayne, Pennsylvania 19087
(215) 688-2688
Jeanne Molitor LaRouche, Director

Generational Contact in Schools and Nursing Homes

This program, begun as a demonstration but continuing on its own momentum, has three distinct components, all involving grandparenting relationships.

The School Model has two components of its own: older participants from a senior center visit a special education class weekly and are linked in one-to-one relationships with the children; and, in a nursery school, grandmothers from a senior citizen group visit weekly with the children. In both settings shared activities include cooking, crafts, writing, listening, and talking. This model has since expanded into another school and will soon start in one more.

In the Nursing Home Model, there were originally two aspects. In one, teenagers were paired with residents at the county home for the aged for visits and excursions; this was dropped, however, because the home was too far away and travel became too difficult. In the other, this is not a problem, as young mothers and their preschool-age children adopt residents of a nursing facility within a few blocks of their homes.

Family-Type Linkage is More Difficult

The Community Model has not been as successful as the others. In this model, "grandparents" are linked with families and share the same activities as a natural extended family. Though some matches have worked, the problem, according to the director, arises in recruiting older persons. In this affluent suburban community there are many other activities available for the older person who is alone. This particular model can seem threatening to someone not confident of his or her ability to contribute to a deep involvement. Also, someone who perhaps has suffered personal losses in the past—who is concerned about terminating commitments—may be fearful of the possibility of this relationship ending in yet another loss. The director, who operates other, successful intergenerational programs, feels that "creating" relationships might be easier if some tangible service were offered as the incentive to initiate the relationship, a factor deliberately excluded in the original program. (See the Family Companion Program description in this section for another perspective on this problem.)

CALIFORNIA

FAMILY COMPANION PROGRAM

Independent Aging - Catholic Social Services
2175 The Alameda
San Jose, California 95126
(408) 243-8959
Virginia Luthman

Sharing Friendship with Young Families

This program, open to all residents of Santa Clara County, has been in operation for two years. Its purpose is to "create" multi-generational "families" by matching an older person or couple without a family (or with no family nearby) with a younger couple and their children who want to share time and experiences with older persons but have no available grandparent or extended family.

The sponsoring agency screens applicants and then pairs families with older individuals and couples with similar interests and feelings to make a compatible match. The young families accepted are required only to lack an available grandparent and to want a special older person in their life. Single-parent families are welcome. The older persons must be old enough to be natural grandparents, in independent living situations, able to take part in activities and outings, and without family nearby.

The program description states that it "is NOT for families wanting an older person for child care or for older persons wanting family for transportation or to do chores." The agency introduces the families and grandparents which may choose to get together twice a month for three to six months before making a long-term commitment. They then are required only to continue their twice-monthly meetings and consult with project staff. These "extended families" then do what other families do: visit, go on outings, and celebrate holidays and special occasions together.

More Volunteer Grandparents Needed

The program currently serves 10 families (with another 25 on its waiting list) with 15 grandparents. As with the Share-A-Grandparent community program in Wayne (described in this section) this has not been an easy program to implement—the problem being the lack of older persons willing to participte. The reasons identified by the director of the program are quite similar to those identified by the director of the Wayne program. They include the availability locally of many other activities for the healthy, mobile older person, and the threat of personal loss to the older person if the match should terminate. However, in contrast to the situation in Wayne, the director does not feel that offering tangible service to the older person as a recruitment incentive would be helpful here. In this program, she comments, the young families are needy, the grandparents are not, and many of them reject the program because of a fear of being used. She adds, however, that the older persons who do participate are the "cream of the crop" and are real assets to the families.

PENNSYLVANIA

COMMONWEALTH OF PENNSYLVANIA

Department of Aging
231 State Street
Harrisburg, Pennsylvania 17101
(717) 783-1550
Marietta King

A Variety of Programs

Among Pennsylvania's many intergenerational programs quite a few have been identified as "grandparenting" programs. This sampling is simply representative of an extensive number of programs throughout the state, some of which are similar, described in *Reaching Across The Years*, the Pennsylvania Department of Aging publication which was the source of the following descriptions. It is described in detail in the section on the Role of the State Unit and in Sources and Resources, Elementary and Secondary Education.

Grandmothers Club—Adopt-A-Grandmother is a program in which student-members of the Future Homemakers of America in one school district in Dauphin County visit the women residents of a nursing home. Students are assigned to "grandmothers" with whom they participate in a group program monthly and with whom they also interact independently.

The Adopt a Grandparent Program in Allegheny County pairs junior and senior high school students with senior adults at the Jewish Community Center. Students visit their adopted grandparents weekly, and once a month the entire group meets for a group program. A social worker meets regularly with participants to discuss the quality of the relationships.

Grandparents Day for the Friends Community School in Chester County includes a variety of activities, not limited to one day, including presentations to students by guests from a Friends Home on the same block, a Halloween parade, the distribution of May baskets, an Easter Egg Hunt, and spelling bees.

In Delaware County five nursing home residents go to the Walnut Street Elementary School each week to act as surrogate grandparents for children in the lower

grades. In addition to giving them love and attention, they assist them with their school work.

Students and Scouts Adopt Grandparents

The Adopt-A-Grandparent Program in Lehigh County links the residents in one nursing home with visitors from the "outside world" including students 10 years of age and older and housewives with preschool children as well as working women and retirees.

In Erie County's Girl Scout Troops Adopt-A-Grandparent Program, the troop includes the adopted grandparent (from a senior citizen group) in its program—and may choose to send cards or letters on special occasions. The troop can offer services such as raking leaves or shoveling snow for the grandparent.

There is no funding involved in these programs. When applicable, participants and sponsors cover small incidental expenses.

NOTE: See Sources and Resources for more information on two organizations mentioned above, Girl Scouts of the U.S.A. and Future Homemakers of America.

WASHINGTON

WASHINGTON BUREAU OF AGING AND ADULT SERVICES

Department of Social and Health Services
Mail Stop OB-43G
Olympia, Washington 98504
(206) 753-2502
Dorothy Jeffries

Local Organizations Sponsor Grandparent Contact

Yakima, Washington offers an example of the types and number of grandparenting programs possible in a community.

The Yakima Vally Campfire Council encourages group activities with the elderly and has groups active with four local nursing homes—plus a Foster Grandparent Club at a fifth home. Through this club the youths see their "grandmothers" monthly. (See Sources and Resources for more information on the intergenerational commitment of Campfire, Inc.)

The American Red Cross Chapter sponsors a Grandfather Program which matches junior high school students with a resident of a nursing home for weekly contact.

A church-sponsored elementary school has an Adopt a Grandparent Program in which sixth-, seventh-, and eighth-grade students are released for one religious class per week and after-school time to be matched with a "grandparent" at one of two nursing homes.

Another elementary school has "grandparents" in its classes every other week throughout the school year.

A junior high school gives students points for adopting a "foster grandparent" at one nursing home. Students receive a one-month training course and make a commitment to visit the grandparent weekly and perform various activities with and for them for a minimum of eight weeks.

NOTE: Though not labeled "grandparenting" programs, there are additional activities involving young people with nursing home residents as well as young people and other older persons in this community.

SOURCES AND RESOURCES

- Girl Scouts of the U.S.A.
  830 3rd Avenue
  New York, New York 10022
  Eva Scott

Relations with older persons are part of an ongoing interwoven thread of Girl Scout attitudes and materials. Working with older people and looking to them for expertise are part of the overall philosophy of the organization. Much of this can be attributed to "Hand-in-Hand," an AoA-funded program in 1975 which "picked up" the intergenerational thread and emphasized and accentuated it, before threading it back into the ongoing fabric of programs, according to the analogy used by Eva Scott of the organization's national office.

Local scout troops can and should be considered as a source of young persons who are committed to service and encouraged to respect older persons for participation in the development of community-level intergenerational programs.

- Camp Fire, Inc.
  4601 Madison Avenue
  Kansas City, Missouri 64112
  (816) 756-1950
  Karen W. Bartz, Ed.D., Director, Program Development

"Friendship Across the Ages" is a national project of this organization developed in celebration of its 75th anniversary. The project will be introduced and promoted during the 1984–1985 program year (fall 1984–spring 1985) but is expected to be a continuing project for the future.

"Friendship Across the Ages" is designed to build a link between a Camp Fire youth and an older adult (55 or older); the youths (boys as well as girls) will then be involved in service **with** the older persons. Further generational barriers should be overcome as the step away from the "services **to**" mindset in relationship to older adults is taken. The definition of the types of activities that can be undertaken is intentionally broad—though the essential components of the interaction are spelled out. The relationship is expected to last for at least six months and to include: learning about aging, giving service together, learning personal history, exchanging correspondence, sharing a meal, celebrating friendship, and recording that friendship.

Local Camp Fire councils should be contacted—or may themselves be contacting organizations of older persons to establish projects.

- Future Homemakers of America
  National Headquarters and Leadership Center
  1910 Association Drive
  Reston, Virginia 22091
  (703) 476-4900
  Julie Galdo

Future Homemakers of America is the national organization of male and female home economics students. The students can be organized through a club or through a teacher in the Home Economics Department in each high school. Though the national organization has no program, state and local involvement with older persons is encouraged. Future Homemakers can provide a valuable local resource.

- Foundation for Grandparenting
  10 West Hyatt Avenue
  Mt. Kisco, New York 10549
  (914) 241-0682
  Arthur Kornhaber, M.D., Founder and Director

The Foundation was started in 1975 as a result of a research project, begun seven years earlier, into the nature of the grandparent-grandchild relationship. It was determined that the relationship is both indispensable and inadequately revered. The Foundation's goal is "to assure grandparents their rightful place in society" through education, demonstration projects, research, and support.

The Foundation, in its literature, identifies its major areas of interest: Grandparent Visitation Rights (to protect the grandparent/grandchild relationship from severance because of the divorce of the children's parents); a multi-generational elementary school/day care center for children paired with a "grandparent"; and a Grandparent Network, a resource for intergenerational programs.

The Foundation accepts members. Its annual dues are $20.00; members receive its newsletter. Available through the Foundation (for $12.95 plus $2.00 in postage) is Dr. Kornhaber's book, *Grandparents/Grandchildren: The Vital Connection* which shows "step by step, how grandparents, parents, and children can assess their relationships to one another, and what they can do to establish their vital family connections."

- ***From Time to Time: A Record of Young Children's Relationships with the Aged,*** by Esstoya Whitley, March, 1976. Available through the P.K. Yonge Laboratory School, College of Education, University of Florida, Gainesville, Florida 32611.

This is a publication based upon logbook entries maintained by the program. It provides a thoughtful description of the value of such a program in human terms and provides examples of the letters written by the children, anecdotal materials, photographs, and the specifics of an attitudinal test which proves the positive impact of such a program on the children. It also describes the way the program deals with death.

- ***Methods for Establishing Share-A-Grandparent Program.*** The Surrey Club. Available for a fee through the Commonwealth of Pennsylvania, Department of Aging, 231 State Street, Harrisburg, Pennsylvania 17101.

Prepared by the Surrey Club as a condition for receiving funds from the Pennsylvania Department of Aging for an intergenerational demonstration, this short manual describes how to organize and implement this program. It describes the components of this organization's program (offering little more detail than that used in this report) but does offer details on implementation and adaptation of these components. The authors feel the program can be "replicated in any community, large or small, and implemented by volunteers operating on a limited budget." It describes the role of the organizing body, tasks to be assigned, recruiting, and activities; there is a discussion of problems and logistical concerns and advice on replication. Appendices include forms and materials used.

NOTE: Also available are similar publications, *Methods for Establishing Community Sunday Brunch Program for Senior Citizens and Other Intergenerational Food-Related Programs* and *Methods for Establishing An Oral History Cable TV Project "Remembering Yesterday."*

CHORE SERVICES/EMPLOYMENT

Many older Americans own their homes, but some need assistance in maintaining those homes. The opportunity to continue to live in their own dwellings, as independently as health and income will allow, is important to their psychic and physical well-being. It is important to our communities as well.

Home upkeep and repair or improvement, from grass cutting to weatherization, can be physically difficult or prohibitively expensive to some of the elderly. Some may also need help with personal services or errands. If necessary services can be arranged at reasonable cost to the elderly and/or the community, living in their own homes continues to be the most desirable option for many seniors.

In some communities such services are supported, at least in part, by public funds and coordinated by Area Agencies on Aging, working with other service organizations and volunteers. Area Agencies sponsor programs to bring together young volunteers, willing to perform services and/or home repairs, with the elderly residents who need them.

The youthful workers may be paid a modest wage, or may benefit from training in connection with the work experience, or both. Others simply wish to perform a community service.

Thus the programs described in this section bring together the needs of older persons and service opportunities for youth. Variations of this type of program include the participation of older workers as managers of certain services, such as home repair, as instructors for young student workers, or as co-workers. The programs sponsor many different services, with different funding mechanisms; two of the programs involve no funding at all.

The interaction between generations, inherent in these programs, is usually gratifying to all participants. First-hand appreciation of the needs and physical limitations of some of the elderly can be gained by the young. Members of the older generation are grateful for the efforts of the youthful workers.

Young people can provide a wide range of services. In 1983, for example, each Area Agency on Aging in Michigan participated in the Youth Corps Program, which provided summer employment opportunities for youths 18–21 years of age. Locally selected, the actual activities included home repairs, seasonal yard work, escort and transportation services, and other chores. The young helpers also worked as aides in senior centers and nutrition sites. Some provided clerical assistance to agencies, worked in senior gardening projects, or served as assistants in outreach programs.

NEVADA

PROJECT S.A.V.Y. (SENIORS AND VOLUNTEER YOUTH)

Division for Aging Services
State of Nevada Department of Human Resources
505 East King Street, Room 101
Carson City, Nevada 89710
(702) 885-4210
Angie Spuehler

Young Serving Frail Elderly Via Referrals

This project is co-sponsored and supported by the State Division for Aging Services and Youth Services Division. It serves the frail elderly by providing home support and chore services through its young volunteers. Bringing elderly clients together with high school recruits from their own neighborhood makes it possible to provide services such as yard work, light housework, errands, and mending—as well as companionship—to low income elderly people.

Students are recruited through the schools or referred by church groups, service organizations, and youth employment agencies. Clients are referred by home health and welfare agencies, hospitals, churches, and a senior center. Coordination is provided by a VISTA volunteer, funded for this project for one year (through October 1984) by ACTION.

Clients, designated by service agencies as needing supplemental services to maintain their independence, are assisted by 14–19-year-old high school students, who are trained and supervised by professionals. Meanwhile the students learn about career opportunities in human services.

MAINE

USE OF JTPA-3% FUNDS

Bureau of Maine's Elderly
State House Station 11
Augusta, Maine 04333
(207) 289-2561
Mary Droessler

Home Repair Business Training

This program, which will be operated by the Central Maine Agency on Aging, will train older workers to establish their own home repair businesses, employ and supervise young workers, and provide home repair and chore services.

The Area Agency had about 12 older workers ready to start in a training program which was scheduled to begin in February 1984. Training of these older workers—who are already skilled in home repair and chore services—will include business finance, marketing, time management, and hiring and motivating employees. Training is expected to last through the spring, and the young employees will probably be recruited during the summer. Employees will be recruited from low-income families or families receiving public assistance—that is, youths who need the money they will earn as well as the skills they will acquire.

In the past, this Area Agency had provided handyman services to older people by using CETA positions, which have been phased out. The services were thus eliminated, but there remains a widespread need for home repair and chore services.

NOTE: The Job Training Partnership Act of 1982 replaced the Comprehensive Employment and Training Act (CETA), effective October 1, 1983. The Act's Training Program for Older Workers requires state governors to use 3 percent of their Title II funds to provide job training for workers who are 55 years of age or older and meet economic criteria for eligibility. Training and placement programs are to be developed to help them find employment in private business.

TENNESSEE

APPALACHIA SERVICE PROJECT

1st Tennessee Department District/Area Agency on Aging
207 North Boone Street
Johnson City, Tennessee 37601
(615) 928-0224
Lowell Crawford, AAA Director

Student Teams Repair Homes

Extensive repairs to homes of low-income elderly persons in this Appalachian area are made by high school students from other parts of the country who pay their own way to this region. They work for a week, and in some cases have also raised the money to pay for building materials for their project(s).

Although new to this community, the Appalachia Service Project (ASP) began in 1969 through the efforts of a minister in the United Methodist Church. He brought together the willingness to serve, on the part of the youth groups in his church, and the needs of residents of the Appalachian regions of Kentucky, Virginia, and Tennessee.

ASP is functioning at eight centers in Appalachia. One of them was established in the summer of 1983 to serve the Johnson City region. Youth groups arrive after spending months in preparation, study, practice, and perhaps fundraising for their expenses. Divided into work teams of six to eight persons, the youths and their adult counselors paint, put up sheet rock, caulk, repair roofs, replace windows and screens, and reinforce structures.

Referrals by ACCESS Staff

Referrals of older persons in need and coordination of the project are handled by the staff of ACCESS (Access for Clients to the Comprehensive Elderly Service System). This is one of the Robert Wood Johnson Foundation demonstration grants for the health-impaired elderly. It operates through the Area Agency on Aging and will be funded into 1985. Since one of its functions is case management, it is an ideal source of referrals for this project.

In 1983, its first year of operation, ASP repaired about 25 homes. These free repairs help provide adequate shelter for elderly, homebound clients with low, fixed incomes, for whom such work would otherwise be impossible. There is a continued need for these services, and the community looks forward to the arrival of more volunteers.

NEW JERSEY

SERVICES OFFERED SENIORS (S.O.S.)

Gloucester County Office on Aging
44 Delaware Street
Woodbury, New Jersey 08096
(609) 845-1600
Margaret Mendoza, Executive Director

Yard and Chore Services

In the S.O.S. program, young people provide chore services such as grass cutting, yard cleaning, house cleaning, and minor repair work to elderly persons in need of these services, for an established hourly rate less than the minimum wage. This arrangement was initiated in March 1982, when county officials and the superintendent of schools met to discuss the options for providing a service (grass cutting) that had ended when federal funding stopped. The new program was broadened to include various chore services for older people, to be provided by students.

The County Office on Aging became the registry for the program—beginning with a list of older persons in need of services, identified during the previous program. Further efforts to locate elderly people in need of services were based on publicity through nutrition sites, clubs, local newspapers, and phone calls to former clients.

To locate students willing to provide services, the schools distributed information and applications. Applicants, 16 years of age or older, were required to have a recommendation from a teacher and parental approval.

North Carolina

Solar Window Units for Low Income Elderly

Need, Inc.—A Community Action Agency
P.O. Box 2346
Rocky Mount, North Carolina 27801-2346
(919) 442-8081
A.J. Richardson

Solar Windows by Students

In this program solar window units are made by high school students for low-income people, including the elderly. On a sunny day, one of these units can heat the principal room in a home. The units are made in summer programs, through CETA funding in the past and, hopefully, JTPA funding in the future. They are installed in the winter through the Department of Energy Weatherization Program.

The Community Action Agency (CAA), which operates the program, identifies the needy in the community and also accepts referrals from the Area Agency on Aging. The CAA coordinates this project with its other activities in weatherization and in-home repair. The supervisor of the actual construction work is a retired senior citizen who had previously taught courses in the building trades. He works with young people in the trades shop of the local community college.

Iowa

New Horizons Program

Des Moines Public Schools
1801 16th Street
Des Moines, Iowa 50314
(515) 244-7015
Ronald Sallade, Coordinator

Disadvantaged Youth In Purposeful Learning

This is part of a Des Moines Public Schools program for disadvantaged youth. Its purpose is to prepare them academically and vocationally for job success. New Horizons began in 1968 as an alternative education program designed to help students focus on learning for a specific and practical purpose—to see the connection between their curriculum and the world of work. The program encourages students with little interest in academic subjects to become better students.

Program components include staff support services, special classes, community-based education, and work experience. Placements include clerical, tutoring, and child-care positions. There is also a home remodeling and renovation project in which student working teams renovate homes acquired by the City of Des Moines.

Earning and Learning Handyman Services

One specifically intergenerational component is that of Handyman/Chore Service. These services are available to low-income clients and to everyone 60 or more years of age. Services provided include roof repair, plumbing, electrical work, furnace repair, glass replacement, repair of water lines, and clean-up of water damage to homes. These repairs can be undertaken if the materials for the job cost less than $100.

Low-income students are paid the minimum wage for three working hours per day, four days a week; they attend school for half a day and work half a day. If they do not attend school, they cannot work. Eight youths work each morning with four adult workers, and another eight work during the afternoon. The students must be responsible, presenting no discipline problems. The program has improved school attendance, decreased the dropout rate, and helped many elderly clients.

Funds from Numerous Sources

The many facets of the New Horizons program are funded from various sources. They provide specific services only for members of specific groups. Various sources include: the Des Moines Public Schools and the Iowa Department of Public Instruction, the Polk County Board of Supervisors, private sector grants, funds from the Public Welfare Foundation, the Older Americans Act, Title III, the Community Development Block Grant program (through the U.S. Department of Housing and Urban Development) and its added 1983 Jobs Bill fund, Department of Labor funds (CETA funds in the past and JTPA funds at present) and the Iowa Youth Corps, which allocates state funds provided to subsidize work experience.

Referrals Organized by Neighborhood

Lists of potential service providers and clients were organized by neighorhood so that the senior in need could be given one or two names of students who live nearby. It was hoped that limiting referrals to the neighborhood might help reduce some clients' fear of teenagers.

The program has won two awards for its innovation and effectiveness and continues to operate as established. Each spring the County Office on Aging publicizes the program through flyers and notices to clubs and nutrition sites, and the superintendent of schools solicits student applications.

WISCONSIN

YOUNG AND OLD STICK TOGETHER (YOST)

Jefferson County Elderly Services
Route 2, Box 123
Jefferson, Wisconsin 53549
(414) 674-3105
Fay Alatalo, Director

Student Tasks for Frail Elderly

Selected students, working in pairs, are released from study periods once a week to assist an elderly person assigned to them. These tasks are principally those that the older persons can no longer perform for themselves, such as lawn mowing, trimming shrubs, installing or removing storm windows, shoveling snow, doing laundry, vacuuming, cleaning the refrigerator, and changing beds.

Now in its third year, the program was initiated after funding for a similar CETA program was cut off. A committee was drawn from the schools, the community, the elderly, county departments, the students, and local clergy. The committee's model project plan was approved by the Board of Education for a three-month trial, and was then continued.

Plenty of Volunteers

When the idea for the program was presented to senior student members of the National Honor Society, as potential program leaders, there were so many volunteers that the program was not immediately extended to the rest of the students. It has since opened up, but it is kept relatively small and manageable. There are now 14 pairs of students for 11 older persons, providing backup teams for emergencies or other needs.

At the outset, a member of the community served as a volunteer coordinator, listened to the problems of the elderly, and was on call for emergencies. Upon his death, many of the coordinating functions were picked up by a school staff member who had been working with students in the program. Currently, referrals of seniors in need of services are made by nurses in the home health care service.

Training Topics

Students attend three hours of training by volunteer instructors given during the school day. Topics include: Being a Volunteer, Understanding Something About Older People, Physical Limitations of the Elderly, Common Illnesses, Medications and Signs of Danger in Elderly People, Simple Housekeeping Skills, and Understanding Loneliness and Depression. Job descriptions are available to the students, and a handout on what to expect is given to the elderly clients.

There are no payments for services, and no funding is involved in the program.

CALIFORNIA

CALIFORNIA STATE DEPARTMENT OF EDUCATION

Parent Involvement and Education Project
721 Capitol Mall
Sacramento, California 95814
(916) 323-0546
Maria Reyes

A Broad Range of Programs

The following information is from *Young and Old Together-A Resource Directory of Intergenerational Programs.* It shows the range of possible services for the elderly as well as jobs, training, and education for youth. The directory offers only a few more details, but does contain contact information on the programs. It is available, for a nominal fee, through the Education Department. Also, questions on the chore services can be addressed to Edith Rhea, the California Department of Aging Employment Coordinator. (See Sources and Resources, Elementary and Secondary Education for more information on the directory.)

Butte Community College District Agricultural Skills Training

This program combines classroom/laboratory instruction and agricultural activities, teaching agricultural skills to 70 youths. The students plant, maintain, and harvest about 10 acres of vegetables. Meanwhile they continue their classroom instruction, earning as much as nine quarter units of college credit. Senior volunteers from the County Gleaners Association direct and assist the youth during the harvest. The Association and the county Community Action Agency distribute the vegetables to low-income seniors.

Imperial County Energy Conservation and Home Weatherization Project

Economically disadvantaged youths (recruited and hired by the Youth Employment Services) and senior citizens (recruited by the Area Agency on Aging) are trained to weatherize homes. They learn to detect and correct conditions that waste energy, develop conservation plans, and carry out all related construction or repair work. They also teach conservation to homeowners. Seniors supervise the young student workers.

Gardena Intergenerational Partnership Program

This program assists the economically disadvantaged in two age groups—youths from 16 to 22 years of age and adults 55 and older. The young groups share in the work of the Youth Service Corps, providing services to seniors; the latter are enrolled in the Older Adult Service Corps, which provides services to youth. While promoting positive interaction and mutual support, this approach prepares the youth for entry into the job market.

Sutter County Handy Person/Home Repair Project

Nineteen economically disadvantaged youth receive training and experience in the home construction and repair trade as they work side by side with senior role models. While gaining experience, participants provide home repair services to 150 low-income residents.

Merced County Youth Services Corps

The Corps, working with other service providers, offers three community service components to seniors; youths and the more mobile seniors help the homebound with meals and shopping and offer companionship. Both groups do minor home repairs for the elderly, and both share in services and minor upkeep at two senior centers.

Santa Cruz Job Development Program

This program operates in three towns. Experienced senior volunteers teach working skills to low-income chronically unemployed youths, and offer guidance in job search skills.

Steelworkers Oldtimers Foundation Home Maintenance Program

In this program, seniors with years of work experience share their home repair skills with participating youths. Recruits are economically disadvantaged youths and high school dropouts. Training includes skills needed to find and keep full-time employment.

Peninsula Volunteers Youth CARE Force

The Youth CARE Force recruits and trains teenagers for chore services in the homes of the elderly. They are employed directly by the Peninsula Volunteers Little House. The elderly pay for services according to a sliding scale based on their income.

ILLINOIS

ILLINOIS DEPARTMENT ON AGING

421 East Capitol Avenue
Springfield, Illinois 62706
(217) 785-3356
Harriet Edwards, Program Management Section

Home Repair and Severe Weather Services

The Illinois Department on Aging has assembled information from its Area Agencies on a wide range of programs. Some of them combine services to the elderly and employment/volunteer opportunities for youth. Further details and contact information are available from the Illinois Department on Aging.

Bond County Senior Citizens Center, Inc.

This program provides repairs to the homes of needy seniors. Home owners provide their own materials, if possible; if not, volunteers may try to arrange for donations of materials. College students volunteer to do the repair work, and referrals linking them with needy seniors are made through the center.

Addison Township Senior Citizen Chore Program

Junior high and high school youths are employed to perform household chores for the elderly. Services, available to seniors for one dollar per hour, include lawn mowing, snow shoveling, window washing, and light household cleaning. The program began in 1976. The survey form states that 370 seniors were served in a year by 255 students.

Senior Citizens' Multi-Purpose Center, Okawville

In this area, the Fellowship of Christian Athletes is on call to deliver food and do errands for homebound seniors during a weather emergency. Young helpers are available when they are most needed, when classes are canceled because of severe weather—snow or extreme heat.

Tri-County Opportunities Council-Garden Project

In four projects, CETA youth in the Summer Youth Employment Program are hired to plant, care for, and harvest garden produce. They also help distribute harvested produce to elderly and low-income people. In each site a supervisor and 10–12 youths do all work by hand. Along with the basics of gardening, the projects provide many young participants their first employment experience. The produce is available to many low-income older persons.

Informal Family and Community Supports

It has become clear that the level of support offered by friends, neighbors, and especially by families of the frail elderly provides the foundation of a system of community-based care, an alternative to institutionalization. As the population increases (especially as the proportion of the old-old rises), those informal supports must be reinforced if an adequate level of community-based care is to be provided.

Because the role played by younger family members is so important in the network of informal supports—and because supportive friends, neighbors, and various relatives can be any age—the consideration of informal family and community supports is being included in this report as an "intergenerational" topic.

The focus in this section is on utilization and strengthening of informal supports. Many approaches are possible, but emphasis will be on financial support, the use of support groups, and training of caregivers as well as service providers. Also, an entry in this section describes Project Y.E.S.—a unique intergenerational program which serves the frail elderly, those at risk of institutionalization, in an innovative manner.

Various programs are currently being used by State Units on Aging to strengthen informal support networks. For example, in Oregon the state funded Senior Services Risk Intervention Program is designed to assist elderly and physically disabled persons, without regard to income, who have health, functional, or situational problems which will, over time, increase in severity to the extent that the person will be at high risk of institutionalization. Services, it is expected, will be less intense and less costly than they would be for an individual who is at immediate risk of institutionalization. Basic care and service needs will be met by family and community resources, with the program providing case management and resource development.

The Rhode Island Department of Elderly Affairs reports that: 10 (out of 111) nursing homes in the state provide "Kinship Associations" and other family support groups, as follows:

- "Children and Their Aging Parents Workshops" is an instructional program offered on a regular basis at two out of eight Community Mental Health Agencies.
- Alzheimer Support Groups are sponsored for families at senior centers, elderly day care centers, and nursing homes in the state.

According to the Illinois Department on Aging, its Community Care Program (funded with state general revenue) uses an assessment tool to measure an individual's functional impairment level and the support available if an impairment is present. The tool serves as a formal mechanism for an assessor to mea-

sure and perhaps reinforce any services the applicant is receiving from family, neighbors, or others. Thus, people in the client's network of informal supports become part of a coordinated plan of care that structures each individual's involvement and responsibilities. Furthermore, the Community Care Program's Adult Day Care Service not only provides care for the older client, it also offers support and the benefits of respite to the family caregivers.

The Bureau of Maine's Elderly, through all five of its Area Agencies on Aging, sponsors a Home Based Care Program. It provides state funds for the purchase of services for the elderly (and others at risk) so that they may remain at home and receive the support of families, friends, and neighbors, rather than be institutionalized. The authorizing state legislation provided $1.25 million for a two-year period. An initial report to the legislature concluded that the program has succeeded in providing quality in-home care at less cost than equivalent nursing home care by "packaging individualized services which built upon the family and community supports which existed for each client."

In Florida there is also a program of Home Care for the Elderly. This state funded program finances modest monthly subsidies to families providing shelter and personal care to eligible elderly. The annual funding is nearly $4 million.

The Delaware Division on Aging is working with the state's Interfaith Coalition on Aging and other groups to help start support groups for families caring for older relatives. The State Unit is preparing a "Train the Trainers" manual for clergy or laypersons interested in leading these groups and a companion manual on community resources and home care for participating families.

The New Jersey Division on Aging is planning two initiatives—a pamphlet on the development of caregiver support groups and, in spring 1984, two regional conferences on the development of caregiver support groups for mental health counselors, social workers, and family service workers.

New York

Informal Caregiver's Curriculum

New York State Office for the Aging
New York State Plaza
Agency Building #2
Albany, New York 12223
Arleen McCormack

Training Informal Caregivers

This endeavor, shared with the State Education Department, began three years ago in an effort to enhance the role played by informal caregivers in serving the frail elderly in New York State.

The project involved the development of a practical curriculum for the training of caregivers (see Sources and Resources for more on this excellent publication), followed by pilot testing and planning for dissemination and use. After pilot testing had successfully used the mechanism of Adult Education classes to provide the training, the curriculum was sent to the state's Area Agencies, along with contact information on the appropriate local adult education representative. Since then the curriculum has been used by thirty Area Agencies in the state, one of which will use it in nine schools in the fall of 1984. It has also been used by senior centers and by a museum.

Currently, the governor's budget includes funds to provide the training through the employee health services available to state employees. The curriculum, which lends itself to workshop settings and sequential courses, can easily be used in the mid-workday educational programs offered by many employers. The training is of potential value not only to those who are presently providing care but also to people who expect to do so in the near future. It is as appropriately offered on a large scale as other informational services more commmonly provided, such as alcohol and drug abuse prevention.

Two important considerations in providing the training, according to Arleen McCormack, who designed it, are:

- getting to those who need it (public information is not enough; outreach is crucial, and the Area Agency can be most helpful in locating actual caregivers); and
- getting those most in need of help to the training site. Since those caregivers most depended upon cannot leave home and/or the older person, there is a need for an effective respite exchange for at least the times of the training sessions. This has been accomplished successfully, in at least one case, through volunteers in a community women's group.

Maryland

Family Support Demonstration Project

Office on Aging
301 West Preston Street, Room 1004
Baltimore, Maryland 21201
(301) 383-5064
Shirley Whitfield, Project Chief

Cash To Cover At-Home Care Costs

One approach to enhancing support is to increase the family's options and its ability to meet the real needs of the elderly care-receiver. Such an approach can take the form of an income supplement with which the family, serving as its own case manager, can purchase needed additional services for its frail member—as was the case in the project described here.

The project began in October 1979, was funded with state general revenue funds, and has been active in three areas of the state: Baltimore City, Montgomery County, and Worcester County. It is currently being partially phased out, but some aspects will be integrated into the state's Gateway II project. This is another state-funded demonstration, focusing on case management and gap-filling measures designed locally for each of the nine counties in which it is currently under way. At least one of those, Baltimore County, will replicate the family support approach.

The Family Support Demonstration was originally designed to study the nature of home care for the elderly at risk of institutionalization and assess the effect of cash grants on that care. Most of the people served have been quite old, extremely disabled, and poor (average income of $3,278). To be included they had to be 65 or older and residing with a caregiver-relative other than a spouse, 18 or older. The only restriction on the family grant (the amount of which is determined on a sliding scale related to the elderly client's income, and never above $166.66 a month) is that the money is to be spent to secure nursing and respite services or medical and personal care supplies not covered by Medicare or Medicaid.

Though it is being phased out—the state legislature having determined that it was not an effective cost-saving approach—the findings of this five-year project will be of value to other states or communities considering this approach.

PENNSYLVANIA

SOCIAL NETWORK INTERVENTIONS WITH THE FRAIL ELDERLY

Pennsylvania Department of Aging
231 State Street
Harrisburg, Pennsylvania 17101-1195
(717) 783-1550
Nan Whitesel

Training for Services to the Frail Elderly

In the spring of 1983, 75 service providers, representing most of the state's Area Agencies on Aging, were trained in social network interventions for the frail elderly. Armed with the comprehensive manual prepared for the training sessions (see Sources and Resources), they were able to return to their agencies, train other agency staff, and provide consultation.

The goal of the training program (a State Unit funded discretionary project) was to strengthen informal supports for the frail elderly. The method chosen, that of having the intervention skills passed on among staff members, was used in order to create a "ripple effect." In this approach, increasing numbers of aging network personnel became aware of the issues and the increasing need for effective intervention strategies.

Emphasizing Informal Support

The training and manual are the final part of a three-stage State Unit endeavor which has focused on informal supports. The first stage was the distribution of a July 1982 memo which changed the State Unit's approach to planning for the care of the frail elderly at the Area Agency level. That memo mandated the use of Service Management for a specific group of clients: among them, those with multiple or complex problems, those whose independent living is in jeopardy, or those who need basic services such as adult day care, home-delivered meals, or home health on an ongoing basis. The Service Management process must include all of the following components: a comprehensive needs assessment, service plan, arranging for service, follow-up, reassessment, and an ongoing case narrative. In developing the service plan and arranging services, the worker is mandated to identify the roles and responsibilities of informal service providers and to "explore and utilize appropriate and available informal service resources . . . prior to arranging for the provision of any formally funded service."

The second stage, also a State Unit funded discretionary project, was the development and distribution of another manual, *A Guide to the Utilization and Support of Information Resources to Serve the Aging*. It was prepared in 1982 by the North Philadelphia Initiative for Long-Term Care, and was intended to serve as a framework to help Area Agency personnel to understand the role and functions of social networks, especially the family, providing support for the elderly.

CALIFORNIA

PROJECT Y.E.S.

Senior Care Action Network (SCAN)
1150 East 4th Street
Long Beach, California 90802
(213) 437-0628
Norman Davidson, Project Coordinator

Paying Students for Chore Services

This ongoing project is an outgrowth of a three-year demonstration project, funded by an Administration on Aging Research and Demonstration grant and conducted by the Andrus Gerontology Center of the University of Southern California, Los Angeles.

The goal of both the demonstration project and the ongoing service is the provision of basic chore and homemaking services by high school students for the frail elderly who would be unable to live independently without those services. Students are paid the minimum wage for their work and receive training as well as on-the-job experience, in exchange for taking on a serious responsibility for the well-being of the clients. They are required to work a minimum of 10 hours each week on a regular, ongoing basis.

Grant funding ended in 1982. The program relied for a time on funds from Title III of the Older Americans Act which are no longer received. It now is supported by some Title XX funds for eligible clients, a subcontract with a program that buys these services, foundations, and other organizations. In addition, some clients are able to pay, and others are asked to make contributions, which have ranged from ten dollars a month to two dollars an hour.

The program, currently using 12 students to serve 30 seniors, is a part of SCAN, the Senior Care Action Network, an association of seniors, physicians, hospitals, human service agencies, and community leaders. Fifty-six public and private agencies have united as a network to maximize the service potential of limited resources. Coordinated by the Long Beach Area Geriatric Health Care Council, Inc., the network operates through the case management approach and has been a natural source of referrals to the program since the beginning of the demonstration. In addition to actually operating the program, SCAN is also respon-

sible for the in-service training provided on a biweekly basis.

Training with an Andrus Center Curriculum

As a demonstration project, Y.E.S. offered an extensive (30-hour) training program for students using a curriculum developed by the Andrus Gerontology Center. (See Sources and Resources for this outstanding *Curriculum Guide*.) Initial training is now provided by the Long Beach Unified School District (which has been deeply involved all along) as part of its curriculum for health care vocations. The Y.E.S. students, therefore, have been trained before they begin in the program.

As part of the development of the demonstration project, another publication was prepared, a *Replication Manual* (see Sources and Resources). As might be anticipated, the procedures—and especially the forms used—have been streamlined for use in the ongoing program, with research components removed.

The management of the program is handled by one professional (using one-third of his time) and by two student interns—college students majoring in gerontology and psychology. The director points out that this is an especially appropriate use of such interns.

According to the *Replication Manual*, five factors were assumed to be critical for success, a belief corroborated during three years of successful operation. They are:

- careful screening of students;
- training students for their roles;
- paying students for their services;
- providing regular supportive supervision; and
- maintaining high standards for quality of services.

An effort was made in San Diego to establish a similar program on a self-sustaining basis, but it proved to be too expensive. Y.E.S.'s director points out that although an actual cost of about $5.50 an hour for the work, plus operation of the program, would be too expensive for most elderly persons to pay on their own, the amount is cost effective as a payment for both a chore services program and an on-the-job training experience, and is much less expensive than professionally provided homemaker services would be.

Sources and Resources

- ***Project Y.E.S., A Curriculum Guide for High School Youth Serving The Frail Elderly,*** by B.J. Curry Spitler, Helen P. Wachs, and Frances Kobata, 1982. 109 pages. Available through the Institute for Policy and Program Development, Andrus Gerontology Center, University of Southern California, Los Angeles, California for $11.00.

This 13-unit curriculum covers: the myths and realities of aging (with a quiz); an orientation to the political, economic, and scientific changes in the world since 1900 (and, therefore, to the changes experienced by persons born shortly after that time) as well as the human timeline; a view of one's evolving roles in life; and a unit on cultural differences. It includes a unit on "normal age changes" which, in turn, has an extensive description of human physiology. Also included are units describing: psychosocial changes in aging (with a focus on loss); communicating with the elderly (including role-playing exercises using a range of listening responses); assessing the condition of the elderly and what to do in an emergency; and nutrition and homemaking; as well as death and dying. Each unit includes the curriculum content plus suggested activities. The guide is thorough and comprehensive, and could be useful in other training situations.

- ***Project Y.E.S., A Replication Manual for High School Use Serving the Frail Elderly***, by B.J. Curry Spitler and Frances Kobata, 1982. 107 pages. Available through the Institute for Policy and Program Development, Andrus Gerontology Center, University of Southern California, Los Angeles, California, for $11.00.

This manual provides a complete description of the development of Project Y.E.S. It could be quite instructive or those considering similar programs, with variations necessitated by local situations. The manual reproduces an extensive variety of forms used; these would probably have to be simplified by removing the research components—as has been done in the ongoing Y.E.S. project.

Also covered thoroughly are initial activities (including the contact made with the local school district to solicit support prior to submitting a funding proposal); recruiting, screening, selecting, and training students; parent involvement (found to be a key factor); client referrals, assessment, selection, and assignment; and in-service training, supervision, and monitoring. Problems and changes are described. Many sample forms are included—about half of the publication is made up of appendices, including sample letters and the project policy manual.

The manual could be a useful resource for the process of establishing a number of different services utilizing high school students.

- ***Practical Help for Those Caring for an Elderly Person in the Community*** (A Six Session Curriculum for Informal Caregivers). 1982. New York State Office for the Aging. 179 pages.

This curriculum, by its own description, is founded on the principle that learning to use community resources appropriately, along with acquiring adept caregiving techniques, can lead to a coordinated, well thought-out response to an older person's needs. In turn, this

response has the potential to maximize community-based care and defer institutionalization.

The curriculum is divided into six sessions, which can be used individually or as a series. It includes texts and reading handouts for the trainer as well as an instruction guide for leaders, a descriptive booklet on personal care, and materials that can be used in setting up a similar program.

The curriculum, with an emphasis on practical information, covers:

- Increasing Your Understanding of the Psychological Aspects of Aging
- Chronic Illness/Behavioral Changes/Sensory Loss
- Improving Communication Between the Family and Older Person/How to Maintain Wellness
- Availability and Utilization of Community Resources
- Personal Care and Homemaker Skill Development for the Informal Caregiver
- Assessing the Situation/What Does the Future Hold.

(The fourth and fifth units were included specifically to cover two important elements generally missing in such materials: a focus on hands-on skills and information on using community resources.)

The manual is currently being reprinted, but it will be available shortly through the New York State Office for the Aging, New York State Plaza-Agency Building #2, Albany New York 12223.

■ ***Social Network Interventions with the Frail Elderly: A Resource and Training Manual,*** by David E. Biegel, Barbara K. Shore, and Elizabeth Gordon, June 1983. 267 pages. School of Social Work, University of Pittsburgh. Available through the Pennsylvania Department of Aging, 231 State Street, Harrisburg, Pennsylvania 17101-1195, for $17.00 (payable to the Commonwealth of Pennsylvania).

Developed under contract with the Pennsylvania Department of Aging, this manual is a part of the training provided to strengthen the abilities of aging network personnel to engage in social network interventions and, upon returning to their Area Agencies, passing on those new skills to other staff.

The manual includes strategies for assessing social networks, intervening with existing family and quasi-family networks, developing such networks where none exist, and evaluating intervention efforts. It contains complete training materials and curricula, exercises, bibliographies, and evaluation forms. It also provides well-researched descriptions of many aspects of the state-of-the (informal supports)-art.

The manual could certainly be used in setting up other training programs for agency staff in the use of social networks and informal supports. It provides a sound academic base—and further references—for the potential instructor, as well as specific advice on training. Content includes: Social Networks—An Overview, Training Agency Staff in Network Interventions, Assessment and Evaluation, Clinical Treatment—Supportive Client Relationships, Family Caretaker Enhancement, Case Management, Neighborhood Helping, Volunteer Linking, Mutual Aid/Self Help, and Community Empowerment.

NOTE: Also available through the State Unit (for $11.00) is the other manual mentioned, *A Guide to the Utilization and Support of Informal Resources to Serve the Aging,* prepard by the North Philadelphia Initiative for Long Term Care, 1982.

The Role of the State Unit on Aging

The State Unit on Aging is an agency of state government designated by the governor and state legislature to be the focal point of all matters in the state concerning the needs of older citizens. The State Unit is linked, horizontally, to other departments of state government; vertical linkage places it in a central role in a working partnership of Area Agencies on Aging, the State Unit, and the federal Administration on Aging. It plays a crucial role, therefore, in both development and implementation of public policy affecting older persons.

Among the responsibilities of the State Unit are development and implementation of a state system of aging services, designation and support of the operations of Area Agencies on Aging, pooling and coordination of resources in the state on behalf of the aging, conducting needs assessments, collecting and disseminating information, administration of some special programs, serving as an advocate for older people, monitoring state legislative developments, and—especially relevant in the promotion and development of intergenerational programs—offering technical assistance and training to providers of human services. It also develops and administers cooperative agreements with other state human service agencies.

The State Unit's roles are those of: advocacy, service system development, service development, management, and capacity-building. It is through the State Unit's service development role, as it helps Area Agencies to expand and/or improve specific services, that it has its most direct impact on Area Agencies and the quality of services provided. In this role the State Unit can (and does) stimulate the development of innovative, responsive programs.

Specifically, its influence in the promotion and development of intergenerational programs has been and will be seen in terms of (1) alliances formed or special activities undertaken with other units of state government (such as the state's department of education, department of social services, or employment administration), or (2) the provision of stimulation or incentives to Area Agencies and program providers through funding and monitoring and/or technical assistance and training.

When the State Units were asked in November 1983 about their roles in developing intergenerational programs, 30 of the 42 which responded reported some specific involvement. In addition to their responsibilities in the promotion of National Grandparents Day (see the section on Grandparents), State Units described the following:

- some operate the Foster Grandparent Program, many others are involved;

- many provide technical assistance and disseminate materials on program innovations to Area Agencies and service providers;
- many provide training on program development and/or aging awareness (some, like Virginia, train Area Agencies and service providers—some, like Michigan, have used the vehicle of workshops and presentations to reach other state departments and organizations);
- most are in the process of collecting information on the intergenerational activities of Area Agencies and service providers—a few have compiled that information;
- a few have developed impressive materials by working with other state departments (see those of Minnesota and Wisconsin in the Elementary and Secondary Education section, for example); and
- a few have been able to provide funding for the development of intergenerational programs.

Specific approaches used by four State Units will be described in this section. Pennsylvania has used principally the funding vehicle, as well as an information collection and dissemination approach. California has taken the part of state-level collaborator. West Virginia is proposing the use of a statewide network of county-level intergenerational task forces. And Washington, D.C. (which also functions as an Area Agency) is using the community organization/planning approach. Contact information on these four departments concludes this section.

PENNSYLVANIA

The Secretary of the Pennsylvania Department of Aging, Gorham L. Black, Jr. has stressed the importance that he personally places on intergenerational programs—and is clearly committed to promoting and supporting them. Black is convinced that "intergenerational programs can provide cost effective service alternatives which benefit the community, the younger participants and, most of all, those considered 'elderly'." He also believes that they serve the broader purpose of reducing the negative stereotypes generally associated with the aging process, the initial step in fighting age discrimination.

A Directory of Programs

In 1982 the Department of Aging distributed a questionnaire to its Area Agencies to collect information on intergenerational programs in place. It then used the responses to develop a directory of programs, *Reaching Across the Years,* just completed and described in Sources and Resources, Elementary and Secondary Education. Though the directory offers concise and useful information on more than 70 programs, it does not include all of those in place in the commonwealth. The directory was prepared as a mechanism for presenting "models which are innovative, cost effective and relatively easily replicated in a variety of program settings." Its use, therefore, is expected to stimulate the further development of intergenerational programs. (The directory was used in preparing this publication; its models and the innovations described are certainly useful beyond the Commonwealth of Pennsylvania.)

In addition to distributing the questionnaire used to collect information on programs, the State Unit also sent out joint memos with both the state social service agency and an organization representing nonprofit nursing homes in order to stimulate interest among service providers in developing intergenerational programs.

Flexibility in Funding

The most noteworthy tack used by this State Unit in the promotion of intergenerational programs, however, has been the use of state discretionary funds to support model projects—and to require, as a condition of that support, that a manual be prepared explaining how to develop similar programs.

This led to some programs described in this publication and to manuals cited. Included are: the services of the Surrey Club (see Grandparenting); the comprehensive approach to intergenerational programs used by Crawford County (see Political Action and Community Planning); and the preparation of the manual, *How To Develop An Intergenerational Service-Learning Program*

At A Nursing Home (see Generations Together, Sources and Resources, Elementary and Secondary Education). (This department also funded the manual and training on social network interventions described in Informal Supports.)

The Commonwealth of Pennsylvania has an unusual degree of financial flexibility through the dedication of all the revenue generated by the state's lottery to services for the aging. And though the ability to use a similar level of funding for model projects may not be transferable, the priority placed on intergenerational programs as well as the requirement of a "how to" manual might also be appropriate for other states with fewer funds to commit.

CALIFORNIA

Another state with a noticeably large number of intergenerational programs, as well as an equally impressive list of innovative programs, is California.

Cooperation Among State Agencies

The California Department of Aging, however, has taken on the role of collaborator rather than funder/promoter. Through its mandate under the Older Californians Act to coordinate with other departments, this agency has worked with the state's education and employment agencies to stimulate and identify the many local intergenerational activities. It provided input for the *Intergenerational Resource Directory* funded and prepared by the Department of Education (see Sources and Resources, Elementary and Secondary Education).

The State Unit also has provided training, technical assistance, and support for the development of programs. And it co-sponsored an Intergenerational Conference for northern California—a conference which led to the recent establishment in San Francisco of an office for the now stabilized intergenerational network in the northern part of the state. (Though not quite as stabilized, organized groups now also exist in San Diego and Los Angeles.)

WEST VIRGINIA

The planned approach to the stimulation and development of intergenerational programs throughout the state has taken the form in West Virginia of a proposal to establish a system of county-level task forces (for each of the state's 55 counties) as well as a state task force. It is an effort to achieve maximum impact by organizing activities on two separate but related planes. The specific role of the county task force is described in the section on Political Action and Community Planning. Basically, that role is to stimulate the development and support of intergenerational programs appropriate to the local area.

State Task Force

The complementary state task force, comprised of representatives of state agencies, will have responsibility for:

- effecting interagency agreements on the roles and responsibilities of each agency;
- stimulating the interest and involvement of each agency's respective local offices or boards in the creation of county task forces and subsequent program developments;
- gathering and disseminating information; and
- providing technical assistance to the county task forces.

Task force members are expected to include: the Commission on Aging (which will serve as the lead agency), the state's Department of Education, Extension Service, Head Start Association, Department of Culture and History, Department of Human Services and Board of Regents. The first three of these organizations jointly sponsored three Intergenerational Awareness Conferences in November 1983. The task force plans to sponsor an Intergenerational Training Conference in the spring 1984 for county task force members and local service providers.

Additional stimulation is expected when in May the State Unit sponsored Annual Senior Citizens Conference takes place. The theme for 1984 will be "Bridging the Gap," and the majority of the sessions will be intergenerational. The state task force will be involved in planning and conducting the meeting, and the participation of students and children's groups is being planned. In addition to serving West Virginia's youth and isolated rural elderly, as well as increasing service delivery capacity throughout the state, this approach is expec'ed to produce a replicable mode of an intergenerational system.

WASHINGTON, D.C.

Because it also functions as an Area Agency on Aging, the District of Columbia Office on Aging has taken the community organization/planning approach to the identification of existing and stimulation of further intergenerational programs.

Local Agencies Plan Conference

By using a planning committee (with a small working subcommittee) and the services of Temple University's Center for Intergenerational Learning, the office is organizing an Intergenerational Conference for May 1984. That committee met twice before the conference, once to decide upon an overall plan and once to consider specific recommendations of the subcommittee. Some of the planning committee members represent: the D.C. Office on Aging, the D.C. Commission on Social Services, the public schools, United Way, RSVP, Department of Housing and Community Development, a long-term care facility, a senior center, a

day care center for children, the mayor's Youth Leadership Institute, Boys' and Girls' Clubs, committees of the City Council, the Recreation Department, and the Federal Regional Office of the Administration on Aging (an office which has been very supportive of the development of intergenerational programs).

The purpose of the conference, to which service providers as well as aging and youth groups will be invited, is to stimulate the development of innovative programs to link the generations. Participants will be given an opportunity to: examine the needs and resources of the young and old in the community; explore the benefits of, and barriers to, intergenerational programs; develop strategies for planning and implementing innovative cross-age programs; and learn important practical skills from directors of successful programs.

Workshop Subjects

The format will be that of a tone-setting and stimulating opening session followed by workshops that will include presentations and discussions, led by facilitators. Those workshops will focus on: Youths as Resources for the Elderly, The Elderly as Resources for Youths, Education and Arts, Shared Housing, and Community Based Programs. A conscious effort will be made to highlight effective programs in place in the D.C. area.

Following the conference, the State Unit expects to disseminate a report on the conference and then develop a technical assistance plan for strategies facilitating the development of programs which are initiated as a result of the conference.

CONTACT INFORMATION

PENNSYLVANIA

Pennsylvania Department of Aging
231 State Street
Harrisburg, Pennsylvania 17101-1195
(717) 783-1550
Gorham L. Black, Jr., Secretary

Intergenerational Contact Person—Marietta King

CALIFORNIA

California Department of Aging
1020 19th Street
Sacramento, California 95814
(916) 322-5290
Alice Gonzales, Director

Intergenerational Contact Person—Edith Rhea

WEST VIRGINIA

West Virginia Commission on Aging
Holly Grove–State Capitol
Charleston, West Virginia 25305
(304) 348-3317
Phil Turner, Director

Intergenerational Contact Person—Earl Jarvis

WASHINGTON, D.C.

District of Columbia Office on Aging
1424 K Street, N.W.
2nd Floor
Washington, D.C. 20005
(202) 724-5622
Veronica Pace, Executive Director

Intergenerational Contact Person—
Marlene Robinson

INDEX
(Of Projects by Title)

		Page
Across the Generations	WASHINGTON, D.C.	40
Adopted Grandparents Program	FLORIDA	51
Aging Curriculum Project	MINNESOTA	15
Appalachia Service Project	TENNESSEE	57
Back Bay Aging Concerns Committee	MASSACHUSETTS	46
California State Department of Education (chore services)	CALIFORNIA	59
California State Department of Education (educational programs)	CALIFORNIA	17
(The) Center for Intergenerational Learning	PENNSYLVANIA	25
(The) Childrens Corner	CONNECTICUT	10
Children's Family Center, Messiah Village	PENNSYLVANIA	6
Commonwealth of Pennsylvania (grandparenting programs)	PENNSYLVANIA	52
Elvirita Lewis Foundation Intergenerational Child Care Centers	CALIFORNIA	6
Experience Exchange	RHODE ISLAND	35
Family Companion Program	CALIFORNIA	52
Family Day Care Networking Project	MISSISSIPPI	7
Family Support Demonstration Project	MARYLAND	65
Foster Grandparent Program of Livingston, Ingham Counties	MICHIGAN	29
Full Circle Intergenerational Theater Troupe	PENNSYLVANIA	41
Generations Day Care, Inc. (and Second Generation)	MINNESOTA	9
Generations Together	PENNSYLVANIA	12
Gramma's Day Care Center	TENNESSEE	8
Homesharing for Seniors	WASHINGTON	45
Illinois Department on Aging (chore services)	ILLINOIS	60
Illinois Department on Aging (educational programs)	ILLINOIS	18
Informal Caregiver's Curriculum	NEW YORK	65
Intergenerational Programming in Libraries	CALIFORNIA	40
Intergenerational Programs Demonstration	PENNSYLVANIA	37
Intergenerational Programs in Wisconsin Schools	WISCONSIN	16
Juvenile Court Project	MARYLAND	30
Linking the Generations	PENNSYLVANIA	36
Local Government Internship Program	OKLAHOMA	35
Maryland Office on Aging	MARYLAND	41
M-2 Sponsors/M-2 Re-Entry, Inc.	CALIFORNIA	30
New Horizons Program	IOWA	58
Pennsylvania Department of Aging (educational programs)	PENNSYLVANIA	18
Philadelphia Shared Housing Cluster Program	PENNSYLVANIA	46
Project Home Share	CONNECTICUT	45
Project LOVE	SOUTH CAROLINA	13
Project S.A.V.Y. (Seniors and Volunteer Youth)	NEVADA	56
Project Y.E.S.	CALIFORNIA	66
Ring Nursing Home	MASSACHUSETTS	9
ROVERS	NORTH CAROLINA	14
RSVP Court Grandparent Program	MASSACHUSETTS	31
Senior Mentors for Creative Students	FLORIDA	15
Services Offered Seniors (S.O.S.)	NEW JERSEY	57
Share-A-Grandparent Program	PENNSYLVANIA	51
SMILES Program	UTAH	14
Social Network Interventions with the Frail Elderly	PENNSYLVANIA	66
Solar Window Units for Low Income Elderly	NORTH CAROLINA	58
South Carolina Commission on Aging (higher education programs)	SOUTH CAROLINA	24
Teaching and Learning About Aging	MASSACHUSETTS	12
Teaching-Learning Communities	MICHIGAN	13
TreeHut School	ILLINOIS	8
TRI-YES	VIRGINIA	24

INDEX Cont.
(Of Projects by Title)

		Page
Use of JTPA-3% Funds	MAINE	56
Washington Bureau of Aging and Adult Services	WASHINGTON	53
Wayne-Macomb Foster Grandparent Program	MICHIGAN	29
West Virginia Comrnission on Aging (community planning)	WEST VIRGINIA	36
Young and Old Stick Together (YOST)	WISCONSIN	59